

MEDEX

MID-LEVEL
HEALTH WORKER
TRAINING MODULES

PN-AAN-909

COMMUNITY HEALTH

Prevention
Meeting the
Needs of
Training
Community



**IDENTIFYING THE PREVENTIVE
HEALTH NEEDS OF THE COMMUNITY**

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The MEDEX Primary Health Care Series

**IDENTIFYING THE
PREVENTIVE HEALTH
NEEDS OF THE
COMMUNITY**

Student Text

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Work Requirements <i>DUTIES</i>	Training Requirements	
	<i>SKILLS</i>	<i>KNOWLEDGE</i>
3. Find out about the environment	2.2 Talk to people in a group	2.1.2 Ways to improve one-to-one communication
	2.3 Work through respected people in the community	2.2.1 Ways to improve communication in a group
	2.4 Map the community and the area around the community	2.3.1 Advantages of working through respected people in the community
		2.4.1 Principles of making, using, and understanding a community map and an area map
		2.4.2 How to use the Community Health manual
	3.1 Use environmental health checklists to identify causes of disease related to the environment	3.1.1 How to use environmental health checklists
		3.1.2 How to use the Community Health manual
	3.2 Identify customs, beliefs, and practices related to environmental health	3.2.1 Causes of disease related to the environment such as dirty water, a lack of water, garbage and trash, human and animal wastes, and insects and rodents

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
4. Find out about nutrition	4.1 Identify locally available foods 4.2 Talk to community members about food economics and distribution in the family 4.3 Identify traditional customs related to food 4.4 Take food histories from community members 4.5 Observe signs of nutritional status	4.1.1 Food sources in the community 4.2.1 Nutrition needs at different times of life 4.2.2 The importance of feeding sick children 4.3.1 Breast-feeding practices in the community 4.3.2 Nutrition needs of pregnant and breast-feeding women 4.4.1 How to take a food history 4.4.2 The three major food groups 4.4.3 How to make mixed meals 4.4.4 The number of mixed meals needed by adults and children every day 4.5.1 Signs of nutritional status

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
5. Find out about the health and care of pregnant women, mothers, and newborns	<p>5.1 Identify customs, beliefs, and practices related to pregnancy, childbirth, care after childbirth, and child spacing</p> <p>5.2 Talk to mothers and pregnant women to determine if they are at risk</p>	<p>5.1.1 Beliefs and practices related to pregnancy</p> <p>5.1.2 What pregnant women eat and do not eat</p> <p>5.1.3 Sources of advice for pregnant women and mothers</p> <p>5.1.4 Childbirth practices</p> <p>5.1.5 Attitudes about child spacing</p> <p>5.2.1 Possible complications during pregnancy</p> <p>5.2.2 Conditions that put pregnant women at risk</p> <p>5.2.3 Feelings or symptoms of possible problems</p> <p>5.2.4 Practices regarding care of the newborn</p>
6. Find out about the health and care of infants and children	<p>6.1 Use growth measurements to assess the nutritional status of infants and children</p>	<p>6.1.1 How to use a growth chart</p> <p>6.1.2 How to use the arm measurement technique</p>

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>7. Help community members choose priority health activities</p>	<p>6.2 Observe infants and children to determine their stage of development</p> <p>6.3 Identify growth and development problems in infants and children</p> <p>6.4 Talk to parents about the immunization status of infants and children</p> <p>7.1 Identify community health activities that will help meet the needs of the community</p>	<p>6.1.3 How to measure weight for height</p> <p>6.1.4 How to estimate a child's age</p> <p>6.2.1 Common milestones in a child's development</p> <p>6.3.1 Causes of growth and development problems such as inadequate food intake, family problems, and disease</p> <p>6.4.1 The process of immunization</p> <p>6.4.2 Immunizations that all children must have</p> <p>6.4.3 The immunization schedule</p> <p>6.4.4 How to record immunizations</p> <p>7.1.1 Activities that can meet health needs</p> <p>7.1.2 Activities that could meet more than one need at a time</p>

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>8. Help community members decide how to carry out priority health activities</p>	<p>7.2 Identify the resources needed for each activity</p> <p>7.3 Participate in a community meeting to share information with community members</p> <p>7.4 Help community members select priority health activities</p>	<p>7.2.1 Resources needed for each activity such as time, knowledge, skills, equipment, and supplies</p> <p>7.3.1 Ways to present and discuss information in a group</p> <p>7.4.1 Questions to ask to help choose priorities among health activities</p> <p>7.4.2 The importance of considering the general welfare of the community</p>
	<p>8.1 Develop a plan that outlines how, where, when, and by whom health activities will be carried out</p>	<p>8.1.1 The importance of getting a commitment from community members</p> <p>8.1.2 The importance of developing clear, realistic objectives</p> <p>8.1.3 The importance of including plans for evaluation</p>

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>9. Help the community carry out priority health activities</p> <p>10. Share health messages with community members</p>	<p>9.1 Work with other health or development workers</p> <p>9.2 Work with the community</p> <p>10.1 Share health messages using: Demonstrations Discussions with patients Stories Group discussions Lectures or presentations Community meetings Visual aids School lesson plans</p>	<p>9.1.1 The importance of working with others to ensure the best use of scarce resources</p> <p>9.2.1 The importance of the community members taking responsibility for the health of the community</p> <p>9.2.2 The relationship of health to other development activities</p> <p>10.1.1 Basic information about these methods of sharing health messages: Demonstrations Discussions with patients Stories Group discussions Lectures or presentations Community meetings Visual aids School lesson plans</p> <p>10.1.2 The importance of two-way communication</p> <p>10.1.3 The importance of following up after sharing health messages</p>

SCHEDULE

IDENTIFYING THE PREVENTIVE HEALTH NEEDS OF THE COMMUNITY

DAY 1	DAY 2	DAY 3	DAY 4
Introduction to the Identifying the Preventive Health Needs of the Community module The goal: A healthy community	Getting to know the community	Mapping	Finding out about nutrition
	Mapping	Finding out about the environment	Finding out about nutrition
Causes of health and disease			

DAY 5	DAY 6	DAYS 7 - 29	DAY 30
Finding out about the health and care of pregnant women, mothers, and newborns	Finding out about the health and care of infants and children	Conducting a community health survey	Choosing priorities and planning for community action
Finding out about the health and care of pregnant women, mothers, and newborns	Conducting a community health survey		Posttest

Introduction

This module is the first in a series of modules that will prepare you to provide primary health care services. The government is committed to making primary health care services available to all people in the country. You and members of the community will plan and carry out these services at the community level. Primary health care services include:

- Caring for mothers and children
- Immunizing infants and children
- Promoting adequate nutrition
- Ensuring an adequate supply of clean water
- Promoting basic sanitation
- Preventing and controlling long-lasting diseases
- Educating people about health problems and methods of prevention and control
- Treating common diseases and injuries

As you can see, primary health care services mean much more than just providing hospitals, health centers, and medicines. Your job as a health worker will involve working in a health center and also working in a community. Your work in the community will allow you to identify those things that make people healthy and those things that cause disease. You will also work with community members to promote and maintain good community health and to eliminate causes of disease. The community's knowledge, culture, enthusiasm, resources, and labor will be the main resources in these tasks. You and the community members will become partners in ensuring a healthy community.

Your role, then, is not only providing your knowledge and skills but also helping community members identify their health needs. To do this, you will go into communities and observe health practices. You will listen to the views of many people. You will gather information from as many sources as possible. Once you have helped identify the health needs of the community, you will decide what activities can promote good community health and prevent disease. The Identifying the

Preventive Health Needs of the Community module will help you learn how to find out about community health needs. Later in your training you will study the Meeting the Preventive Health Needs of the Community module. This module describes how to work with community members to plan and carry out community health activities.

LEARNING ACTIVITIES

Activities in this module will help you learn how to identify community health needs. These activities will take place in the classroom and in a community.

Your schedule shows you when the learning activities will occur. Student Guides in front of each unit tell you more about what you will be expected to do. The units will be taught in order, from Unit 1 to Unit 6. Your instructor will make special arrangements for Unit 7 which will take place in a community. You will complete this module with Unit 8.

This training program can succeed only if you take an active part. Prepare for each session. Before each session:

- Read the Student Text and answer the review questions that go with it

- Complete any review exercises for the unit you are studying

- Write down questions to ask your instructor about any lesson you do not understand

In class, the instructor will discuss the review questions and answer any other questions you have. In the community, the instructor will provide you with the support and assistance you need.

EVALUATION

This training program will help you build your knowledge and skills. Regular evaluations will allow your instructor to watch your progress. If your progress does not meet the standard, you will be given more time to learn the subject. During this module, your instructor will use performance records to measure your progress. Look at these performance records to prepare for your evaluations.

EVALUATION Level I

Following the scheduled classroom and community experiences related to identifying the preventive health needs of a community, you must be able to pass a written test of knowledge with a score of 80% or higher.

You must also demonstrate your ability to:

Talk to a person to gather information

Make and use a simple map

Use environmental health checklists to identify environmental health problems

Identify locally available foods and prepare a typical meal

Prepare a checklist of questions to identify high risk pregnant women, mothers, and newborns

Use the arm measurement technique to determine the nutrition status of infants and children

Use a growth chart to assess the growth of infants and children

EVALUATION Level II

You will have an additional three-week community experience. During that time you will get to know a community. You will also demonstrate your ability to:

Make a map of the general area around the community

Make a detailed map of the community

Conduct a household survey of at least twenty-five households

Use the environmental health checklists to identify environmental health problems in the community

Talk to community leaders, health and development workers, and school workers in the community to find out their ideas about the community's health needs

Prepare and present a report of your survey findings

EVALUATION Level III

Your level III evaluation of community health activities will occur during the community phase of training. The specific requirements for this level are listed in the Meeting the Preventive Health Needs of the Community and the Training and Supporting Community Health Workers modules.

Unit 1

The Goal: A Healthy Community

STUDENT GUIDE

OBJECTIVES

1. Describe the characteristics of a healthy person and a healthy community.
2. Describe the role of the mid-level health worker in helping communities stay healthy.
3. Describe causes of health and disease that are related to the individual, to other living things, to the environment, and to culture.
4. Explain the advantages of looking at the whole picture before deciding on the causes of health or disease.

LEARNING ACTIVITIES

1. Listen to and discuss an instructor presentation on the primary health care system being established in the country.
2. Work in a group to discuss and list the characteristics of a healthy person and community. Outline how a mid-level health worker can help communities stay healthy.
3. Take part in a class discussion of the group work and of your expectations from the training program.
4. Listen to and discuss an instructor presentation on the causes of health and disease.
5. Take part in a class discussion on the causes of health and disease.
6. Take part in a small group discussion of the causes that were identified during the class discussion.
7. Discuss a case study on health and disease in a small village.
8. Take part in a class discussion of the relationship among causes of health and disease.
9. Take part in a class discussion of the review questions for Unit 1.

1.1 CHARACTERISTICS OF A HEALTHY COMMUNITY

Your goal as a mid-level health worker is to help people stay healthy. A person is healthy when his body, mind, and spirit work together in the best way. A healthy person can do all the things he wants to do. Likewise, a community is healthy when its members work together in the best possible way. A healthy community is able to do the things it wants to do.

No two communities are exactly alike. Some are healthier than others. But healthy communities share many of the same characteristics. Suppose you are visiting with a group of people in your community. You are discussing community health and the characteristics of a healthy community. This could be a part of your discussion.

HEALTH WORKER: I think we all agree that when we talk about a community we are really talking about a group of people who live and work together. But what about community health? What makes a group of people who live and work together healthy?

COMMUNITY MEMBER 1: I think plenty of good food makes a community healthy.

COMMUNITY MEMBER 2: I think good weather and lots of land to cultivate make a healthy community.

COMMUNITY MEMBER 3: Clean water makes a community healthy. Keeping ourselves, our homes, and our villages clean also makes a community healthy.

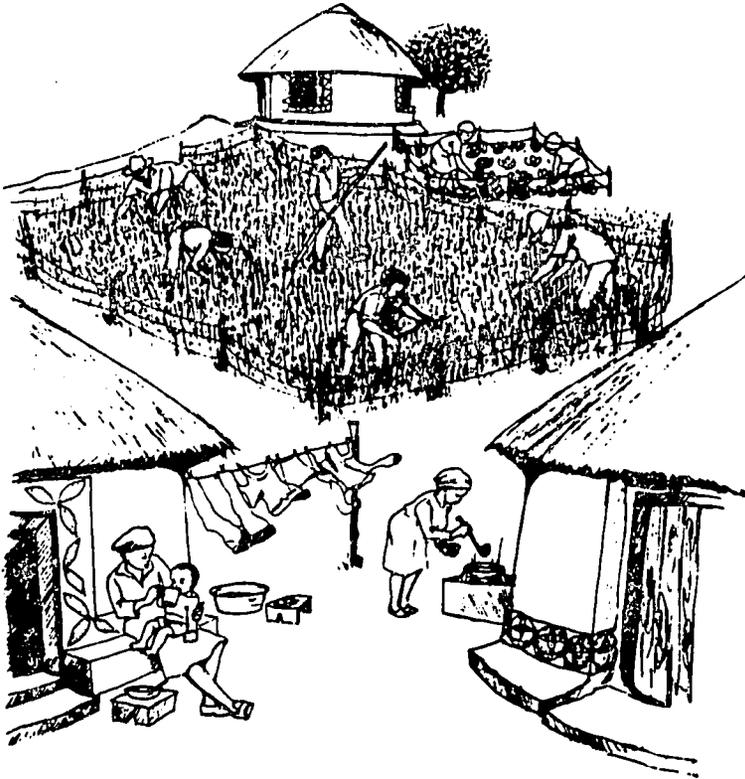
HEALTH WORKER: These are all very good ideas. What else makes a community healthy?

COMMUNITY MEMBER 4: Having someone in the community who is able to care for our sicknesses is an important part of a healthy community. Community members caring for each other and working together also makes a community healthy.

COMMUNITY MEMBER 3: I agree with you. Caring for each other and working together are very important. I also think that if people are happy and able to produce what they need to live, then they are healthy. But what do you think, health worker? What makes a community healthy?

The community members respect your opinions and are interested in hearing what you have to say. Do you agree with their ideas? How would you respond to the question of Community Member 3? List your ideas here.

The things that the community members mentioned are all important characteristics of a healthy community. You may have added love and support in the family, or adequate housing and clothing. Perhaps you said that education and common cultural traditions and beliefs are also important for community health. These are all characteristics of a healthy community because they provide people with their basic needs. They allow community members to live happily and work productively.



These characteristics are missing in some communities. People in some communities do not carefully use what is available to them. These communities usually have health problems.

1.2 CAUSES OF HEALTH AND DISEASE

A health worker helps people prevent disease. To prevent disease, the health worker must promote practices that help keep people healthy. He must also help people identify and eliminate the causes of disease. The causes of health and disease fall into four general areas:

- Causes related to the individual
- Causes related to other living things
- Causes related to the environment
- Causes related to culture

Health and disease are rarely the result of just one of these causes. A person or community is healthy or unhealthy because of a combination of causes that affect one another.

Causes Related to the Individual

The body's ability to fight disease is called resistance. A person is more likely to become sick if his resistance is low. A person usually becomes sick when his resistance is low and he comes in contact with disease-causing organisms. Several factors affect a person's resistance to disease.

a. Inherited factors

Some people are born with a low resistance to disease.

b. Medical problems

A long-lasting medical problem can weaken a person's resistance to disease.

c. Age

Age can also affect a person's resistance to disease. Very old people and very young children are more likely to develop infections than are others in the community.

d. Nutrition

A person who does not eat enough of the right kinds of foods has low resistance to disease. A well-nourished body can fight infection. A malnourished body cannot fight infection well. Therefore, a malnourished person suffers more frequent and more severe infections than a well-nourished person.

e. Behavior

The way a person takes care of himself and his surroundings also affects his resistance to disease. A person who keeps himself and his surroundings clean, eats enough good foods, and avoids tobacco and alcohol is likely to have better resistance to disease than someone who does not take good care of himself. A person's behavior may also affect other people's health. Dirty surroundings and careless health habits put other community members at risk of disease.

f. Immunizations

Immunizations help the body fight some diseases. Immunizations are discussed in Unit 6.

g. Reaction to stress

A person's feelings toward a problem or crisis situation is called stress. The way a person reacts to stress affects his body's ability to fight disease. Times of crisis occur in every person's life. The death of a family member, marriage problems, and money problems are examples of crises. People react differently to crises. Some express their anger or sadness. Others keep their feelings inside.

A person's feelings about a crisis can sometimes make him sick. Stress can cause headaches, stomach problems, and sleeping problems. People sometimes do not recover from a crisis. They are sick for a very long time. They cannot carry out their everyday activities.

h. Understanding of health and disease

A person's understanding of what keeps people healthy can affect his health. A person is more likely to do things that will keep him healthy if he understands the relationship between health and such things as good nutrition, good health habits, and adequate housing. On the other hand, a person who does

not understand the relationship will likely continue his unhealthy habits.

List below some other examples of causes of health and disease related to the individual.

Causes Related to Other Living Things

Plants and animals are important sources of food. However, they can also cause disease. A sick animal can spread diseases to people. A person can touch or eat a poisonous plant. Small organisms that live inside people, animals, and plants can also cause disease.

Other people also affect an individual's health. The way other people behave and take care of themselves and their surroundings affects their own health and the health of other community members. A person learns health habits from those around him. A person learns good health habits only if he has a good example. People who live and work together in the same community usually follow the example of others. They help and support each other in times of crisis. Without the support and care of a family or other community members, an individual may have less resistance to disease.

List below some other causes of health and disease related to other living things.

Causes Related to the Environment

The environment includes the air you breathe, the water you drink, the earth you plant your crops in and build your home on, the climate, and the condition of the place you live. Any part of the environment can affect health. For example, if a community does not protect its water sources, the drinking water will become dirty and cause disease. People can avoid getting sick from the water if they protect water sources from disease-causing organisms or boil water from dirty sources.

Similarly, vegetables will contain few nutrients if the soil in which they were grown is not fertile. The people who eat the vegetables are not well protected from disease. On the other hand, soil treated with compost and fertilizers produces foods that are rich in nutrients. Nourishing food helps strengthen people against disease.

The condition of people's living areas is probably the most important cause of health or disease in a community. Living in a crowded, dirty home puts people at risk of becoming ill. People will more likely be healthy if they live in a clean home, use a latrine, bury their garbage, breathe fresh air, and have plenty of living space.

List below some other causes of health and disease related to the environment.

Causes Related to Culture

The way communities are organized can affect health and disease. People are more likely to stay healthy if they have access to land, employment, education, and health care.

Every culture also has beliefs and habits that affect the health of community members. Some habits and beliefs help individuals and communities stay healthy. Others do harm. Part of your job will be to observe healthy and unhealthy habits and beliefs in the community. You will learn to encourage healthy beliefs and practices and discourage harmful ones.

For example, breast-feeding is a helpful traditional practice. Breast milk provides infants and children with the best possible nutrition if their mothers are healthy. Putting cow or horse dung on the umbilical stump of a newborn is a harmful traditional practice. This practice can lead to death of the newborn.

List below some other causes of health or disease related to culture.

Health and disease are not the result of a single factor. Rather, several different factors usually work together to cause health or disease. In your work in a community, you will learn to look carefully at all the possible causes of health or disease. You will ask yourself, "What causes are related to what people do? What causes are related to the environment? What causes are related to what people believe? What causes are related to the way people and other living things interact?" You will form a complete picture of what seems to be making the community healthy or sick. You will think about how you and the community can promote healthy practices and eliminate the causes of disease.



REVIEW QUESTIONS

The Goal: A Healthy Community

1. Describe a healthy community. List some characteristics of a healthy community.

2. People and communities are healthy or sick for many reasons. However, the causes of health and disease generally fall into four areas. Name these four areas.

3. Circle the letter of your answer. The body's ability to fight disease is called:
 - a. Immunization
 - b. Resistance
 - c. Nutrition
 - d. Antibodies

4. TRUE (T) or FALSE (F)
 Good nutrition can strengthen a person's resistance to disease.
 Putting cow or horse dung on the umbilical stump of a newborn is an example of a harmful traditional practice.

5. Describe some of the causes of health and disease related to other living things.

6. List three causes of disease related to the environment.

7. Why is it important to look at the whole picture when you are trying to identify causes of health and disease in a community?

Unit 2

Getting to Know the Community

STUDENT GUIDE

OBJECTIVES

1. Explain why it is important for a mid-level health worker to get to know the community.
2. Describe ways to approach a community.
3. Describe sources of information in a community.
4. Demonstrate how to talk to another person to obtain information.
5. Demonstrate how to make a map.

LEARNING ACTIVITIES

1. Listen to and discuss an instructor presentation on the importance of the mid-level health worker getting to know the community and on ways to approach the community.
2. Work in a group to discuss and list sources of information in a community.
3. Take part in a class discussion of the group work.
4. Talk to another student to find out about him and to share information about yourself.
5. Introduce your partner to the class.
6. Take part in a class discussion of the exercise.
7. Discuss the principles of mapping. Observe and listen to the instructor demonstrate how to make a map.
8. Make a map of your classroom.
9. Work in a small group to map part of the community around or near the training site.
10. Take part in a class discussion of this exercise.

2.1 WHY GET TO KNOW THE COMMUNITY?

When you start your job as a health worker, you will most likely be working in an unfamiliar community. The community will have its own system for people to live and work together. It will have its own beliefs and practices. But most important, it will have certain unique needs. Getting to know the community means understanding the community's unique needs. It also means finding out which needs people feel are most important, whether they are willing to do anything to take care of these needs, and whether resources are available to meet the needs. Getting to know the community means looking at the whole community picture and determining where you fit into that picture to help the most.

2.2 APPROACHING THE COMMUNITY

Getting to know the community is much like getting to know a patient and his needs. First, you observe and listen, to establish trust. Then you explain what you know and offer advice. Finally, you work together to identify problems and to find the best ways to deal with these problems. Your success in carrying out these steps depends on your approach. The most successful approach emphasizes getting to know people and discovering how they feel about their community. Taking the time to get to know people shows that you care. People will trust you and be willing to work with you.

When you enter the community, you should take time to observe the people. Listen to them and try to understand their feelings. Remember that others have information that is as important as your own. People in the community have learned from their experiences as you have learned from yours. The beliefs and practices of community members make people healthy in many ways. Your training, experience, and beliefs will also make people healthy. By working together you can help the community the most. Your first step in approaching the community will be to talk to community leaders and formal organizations.

Talking to Community Leaders

Every community has a leader. The leader may be called a chief, a headman, a mayor, or some other name. You should introduce yourself to the community leader right away. Talk to him about how you see your role in the community and how he sees your role. Explain that you want to get to know the community better so that you can work well in the community. Explain how you plan to get to know the community. The leader will see that you are concerned and that you have a plan. He will be more likely to support you if he sees that you are prepared. Remember that the leader can help determine whether your ideas and plans will fit into the community system. Ask his advice.

Meeting with Formal Organizations

After you have talked to the community leader and gained his support, you should ask about other leaders or formal organizations. Formal organizations are those that meet regularly and are recognized in the community. Formal organizations include religious, social, education, development, and political groups. Meet with these groups, if possible. Gain their support.

2.3 IDENTIFYING SOURCES OF INFORMATION IN THE COMMUNITY

Once you have gained the support and cooperation of the community's leaders and formal organizations, you will be in a better position to talk to other community members to get a complete picture of the community's needs, its willingness to deal with these needs, and the resources available for community health activities. Each person has his or her own way of seeing the world. Your view of health needs may be different from the view of someone with a different role in the community, and his view may be different from someone else's. Getting to know the community involves many people. The more people you talk to from different parts of the community, the more complete your picture of the community will be.

Talking with people will also help you gather support for future community health activities. When you talk to someone and ask for his

opinion and advice, you are saying that his opinion is important. People are more likely to support and become involved in community health activities if they have helped to plan and carry out the activities. You should get to now these groups in the community.

People in their Homes

You may not get a completely accurate picture of the community's needs if you see only the leaders. Talking to people in their homes will add to your understanding of the community's health needs. You will observe, question, and listen to people in their homes. Find out their health needs, their feelings about their needs, and their health beliefs and habits.



Informal Social Groups

When you begin to observe and listen to the community, you will notice groups of people who gather together but who have no real formal organization. They may be women who draw water from the same well. They may be a few old people who sit in the shade of the same tree. They may be a group of men who always hunt together. These groups are informal social groups. Talk with informal social groups. They may be a useful resource when you begin to work with the community to plan health activities.

School Workers

Teachers and other people who work in schools can tell you about the health needs of children in the community. You should ask about recent outbreaks of disease that affected many children. Ask about the kinds of health problems that workers see most often among school-aged children. Find out about health activities in the schools. Learn how you might help increase or improve the activities.

Health Workers

You will find traditional health practitioners and, in some cases, formally trained community health workers in many communities. Health workers in the community may be trained to do child spacing work. Others may be trained to do mosquito control. Others may deliver babies. All of these workers will have valuable information to share about working with the community. They know which kinds of health activities have been successful and which have not. The support of these workers and the traditional practitioners in your community is essential to the future success of community health activities.

Other Development Workers

People who work in education, rural development, agriculture, communications, and public works are also working toward the goal of a better community. Be sure to ask for their ideas about the health needs of the community. Work with these other development workers to make the best use of scarce resources. Learn about past mistakes. Take advantage of their special skills and experience. Take the opportunity to show the community the relationship between health and other community activities.

From your experience, can you think of other sources of information in a community? List your ideas below.

2.4 WORKING TOGETHER TO GATHER INFORMATION

The most obvious way to gather information about a community is to talk to community members. You can talk to people on a one-to-one basis or in a group. Reviewing the records in the health center, such as the Patient Register and the Follow-Up Book, will also tell you about the health of a community. You will find out why some people in the community have visited the health center in the past. You will find out who seems to be sick most often. You can then talk to these people to find out more about their problems.

Remember that the information that you gather is not for yourself. It is for the community. Tell the people you talk and work with why you want to get to know them and their feelings. Be sure they understand that you are involved in a process together to improve the health of the community.

Talking to People One-to-One

Talking to people in the community will be different from taking a medical history from a patient in the health center. The people who come to the health center will want your advice about their health problems. But people you talk to in the community will have other things to do. They may have to work in the fields. They may have to prepare a meal. They may be on their way to get water. Follow these suggestions for approaching people in the community.

- a. Prepare some general questions to ask.
- b. Dress appropriately. Your appearance sends people a message.
- c. Learn and use the common greetings of the community.
- d. Observe people's behavior. Notice how they react to you. People communicate without as well as with words. A yawn or nervous glance may be telling you that you talk too much.
- e. Understand that some people do not trust people whom they do not know. They may be hesitant to give information.
- f. Be aware of any difference in age and sex between you and the other person, and plan accordingly. A male health worker who

visits a woman in her home should be aware of the common courtesies toward women in the community. He might consider taking a woman health worker with him. Likewise, a female health worker who visits a man in his home should be aware of the attitudes in the community regarding women. Leave the home whenever you or the other person feel uncomfortable. Return with another health worker.

- g. Emphasize getting to know the person rather than getting answers to your questions. The relationships you establish with community members are more important than facts. Information is easy to get, but personal relationships are difficult to establish if people feel that all you want from them is information.

Follow these suggestions when you begin your conversation.

- a. Begin with a friendly chat. Do not ask questions right away. Encourage the person to talk about something that interests him.
- b. Show respect for the other person. Communication is better when you approach the other person as an equal. Enter every conversation with a sincere wish to learn.
- c. Show enthusiasm for the idea of working together for community health. If you are not interested in your work, others will not be.
- d. Be honest. Show that you are concerned about the community's health. Trust is essential for working together.
- e. Use words that the other person understands. Avoid medical language. Keep your messages simple. Speak the local language or dialect.
- f. Praise any healthy habits that the person or his family is practicing. If both the mother and father are present, praise them equally.
- g. Avoid questions that can be answered only "yes" or "no." Instead, ask questions such as "What foods are you eating during your pregnancy?"
- h. Smile. A smile puts people at ease.
- i. Listen. Let others do most of the talking. Do not interrupt. Do not argue. Making people angry will not help you get information.



**LISTENING CAREFULLY WILL BE ONE OF YOUR MOST IMPORTANT TOOLS
IN GETTING TO KNOW THE COMMUNITY.**

- j. Be accurate. If you do not have the correct information, be honest and say you do not know. Allow yourself to be corrected. You lose people's trust if they cannot believe what you say.
- k. Give others credit for their ideas.
- l. Make your notes brief. You may distract the person if you write for too long or look down at your forms or papers too often.
- m. At the end of your conversation, summarize the information that you have obtained. Allow the person to correct any errors.
- n. Leave the person as a friend or someone you will see again. Thank the person, and assure him of the value of the talk.
- o. Do not promise the person anything that you cannot do.
- p. Record your notes of the conversation right away before you forget any important information.

From your experience, can you think of other ways to help you communicate with another person? List your ideas below.

Talking to People in a Group

People who meet regularly as a group take on different roles. Roles become obvious if a group has been making decisions for a long time. One person usually takes a leadership role. Others observe quietly. At least one person challenges others' ideas. People do not take on the same role in each group. A leader in one group may listen quietly in another.

A person's role in a group affects his freedom to offer ideas. The leader will offer ideas easily. Quiet group members will be reluctant to offer ideas, especially if they feel that their ideas may be challenged. You will need every person in a group to take part in a discussion about health needs. Think of ways to involve all group members. Observe the people who talk and those who do not. Direct questions to the quiet group members as well as to those who do all of the talking. However, avoid making the quiet people feel uncomfortable. If necessary, seek them out later for their ideas.

Help the group resolve conflicts. Point out the good and bad points of people's suggestions and ideas. Encourage group members to compromise so that the final decision includes the good ideas from several people in the group. The best decisions come from discussion and compromise among all group members.

Be aware that people may try to influence you about other groups or community members. Avoid taking sides with one group or another in your work. Identification with a particular group may keep you from developing relationships and getting support for community health activities. Community health activities are for the good of all community members. Listen quietly to what people have to say without agreeing or disagreeing.

Working Through Respected People in the Community

You will usually learn about people in a community who are well respected and who, because of this respect, have influence over others. They are not necessarily the formal leaders in the community. They may be people who have helpful knowledge and skills. Or, they may simply be people whose experience gives them a position of respect in the community. For example, a woman who has many grandchildren may be a source of information and help for young mothers in the community. Or, a man who has good mechanical skills may be the person to see for advice on how to build something. People in a community usually respect religious

leaders and traditional healers and consult them often for advice. Working with these respected people can make your community health work easier. They know the community's needs because they talk with community members so often. They can also introduce you to people in the community and give needed support to your work. They can influence people to take part in community health activities. They can help increase both your information sources and the resources to carry out your activities.

Sampling

In most cases it will be difficult, if not impossible, for you to talk to all of the people in a community. The community is often too large, and your time is often too limited. It is usually more realistic to choose and talk to only a selected number of community members. This is called choosing a sample. You choose a sample to get accurate information about the community without actually talking to every community member.

Choose people for your sample who represent the variety of views and opinions in the community. For example, in a village with 280 households you might talk with every tenth household or only twenty-eight households in all. These households should represent big families, small families, poor families, families that are not very poor, and the full variety of types of households in the community. Then, the information you gather from these twenty-eight households will represent the information you might get from all 280 households.

In the same way, choose for a sample of community members people in different groups, occupations, and leadership positions. Again, your goal is to make your sample as representative of the community as possible. The amount of time you have to gather information will determine the size of your sample. The number of people who can help you will also determine the size of your sample.

Be aware that community leaders may tell you to talk to certain people or households that may not be representative of the entire community. Your purpose in getting to know the community is to look at the whole community and not just certain parts. If the community leader tells you to talk to certain people, do so. But also talk to other people to get the complete picture you are looking for.

2.5 MAPPING

A map is a representation of all or part of a particular location. A map can represent the world, a country, a community, or just a group of houses. A map of the community will help you get to know the community and carry out community health activities. A map of the community will help you become familiar with what is being done where.

Some villages and rural areas already have maps available. Most likely, however, a map will not be available. In this case, you will make your own map. Learn these five principles for understanding a map.

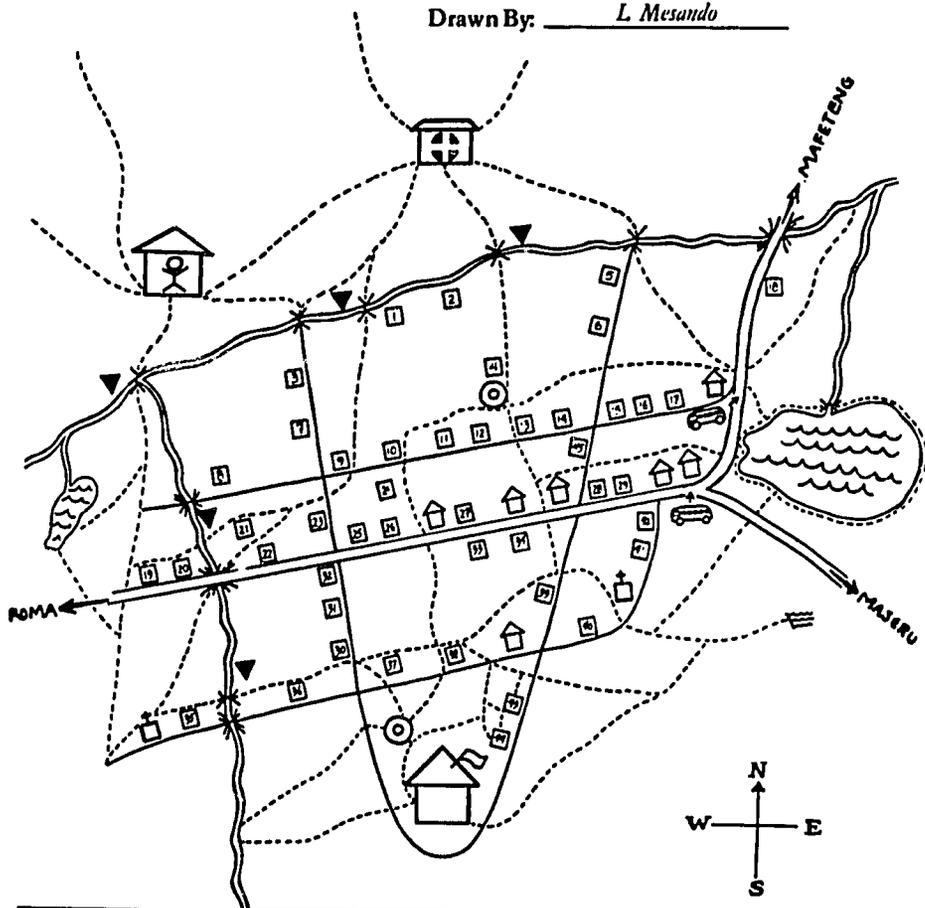
- a. Each symbol on a map has a meaning. A good map shows all the important features of a community in a graphic way. That is, symbols represent the main features of the community such as streets, roads, paths, rivers, houses, churches, schools, health centers, and public buildings. Health and development workers use these symbols:

	MAIN ROAD		WELL		BUS STOP
	SECONDARY ROAD		FOOT BRIDGE		CHURCH
	PATH		BRIDGE		SCHOOL
	RIVER/STREAM		SPRING		HEALTH CENTER
	POINT WHERE WATER IS TAPPED		HOUSE		CITY HALL AND POLICE STATION
			PRIVATE BUSINESS		

- b. A map notes where each road or path goes. Usually an arrow points to the name of the village, town, or city that the road or path leads to. Naming roads helps a person position himself when he uses the map. For example, find on the map where the main road splits going to Mafeteng and Maseru. Face in the direction of the road going to Roma. The bus stop is on your left.

Most major roads or paths have a commonly used name such as the "road to Mafeteng" or the "road to Maseru." Sometimes, however, different people use different names. A map should include the name most commonly used by most people in the community.

COMMUNITY OR AREA MAPPED: _____
 District: Imolan
 Province: Maseru
 Date Drawn: 4 February 1981
 Last Review: 4 February 1981
 Drawn By: L. Mesando



- | | | | | | |
|--|-----------------------------|--|------------------|--|------------------------------|
| | MAIN ROAD | | WELL | | BUS STOP |
| | SECONDARY ROAD | | FOOTBRIDGE | | CHURCH |
| | PATH | | BRIDGE | | SCHOOL |
| | RIVER/STREAM | | SPRING | | HEALTH CENTER |
| | POINT WHERE WATER IS TAPPED | | HOUSE | | CITY HALL AND POLICE STATION |
| | | | PRIVATE BUSINESS | | |

- c. Distances on a map relate to the distances in the community. For example, house number 19 on the road to Roma and house number 18 on the road to Mafeteng are the two houses farthest apart in the community. The map shows this. The petrol station and the bus stop are very close together in the community. The map also shows this.
- d. Each house on a map is numbered.
- e. A map includes the following information at the top:
 - The name of the community or area mapped
 - The district in which the community or area is located
 - The date the map was plotted
 - The date the map was last reviewed and updated
 - The name of the person who drew the map

2.6 IDENTIFYING INFORMATION NEEDS

Your purpose in getting to know the community is to find out the health needs of the community, its willingness to work to meet these needs, and the resources available to carry out community health activities. To find out a community's health needs, you will focus on three main areas: environment, nutrition, and the health of mothers and children.

Environment

You will learn to observe and talk to people about the community's environment. You will look for possible causes of disease. For example, you will find out if the drinking water sources are clean. You will notice how people dispose of human wastes and household garbage. You will look for possible breeding areas for insects and other pests. This information will help you determine if health problems in the community may be related to the environment.

Nutrition

Nutrition affects growth and resistance to disease. You will need to find out what foods people in the community usually eat, how they prepare these foods, and whether any customs or beliefs might affect nutrition. This information will help you determine if health problems in the community may be related to nutrition.

Health of Mothers and Children

In most communities, the greatest number of diseases and deaths occur among mothers and children. Good personal, family, and community health practices can prevent most of these diseases and deaths. You will learn to find out about pregnancy, childbirth, the care of mothers and children after birth, child development, child nutrition, and child spacing. This information will help you and the community plan health activities to keep mothers and children healthy.

These three areas are discussed in more detail in the next four units.

Remember that during your information gathering you will discover good health practices as well as health needs. Take note of both. Praise community members for what you see that is good. People need to hear about the good things they are doing. Noticing good health practices will also help later when you explain to people what they can do to stay healthy.

REVIEW QUESTIONS

Getting to Know the Community

1. Getting to know the community means understanding the community's needs. What else does it mean?

2. Why is an approach that emphasizes getting to know people and discovering how they feel about their community a successful approach?

3. TRUE(T) or FALSE(F)
 - ___ You should begin getting to know the community by introducing yourself to the community leader.
 - ___ A person's role in a group affects his freedom to offer ideas or opinions easily.
 - ___ It is useful to take sides with one group in a community so you can get their support.

4. What is a formal organization?

5. Describe some of the sources of information you should use to get to know the community.

6. You are planning to visit a religious leader tomorrow to talk about the community's health needs. List at least four things that you can do to prepare for and make this visit.

7. When you actually begin talking to another person, you should keep in mind a number of things to improve communication. List at least eight of these things.

8. You are attending a community meeting organized to choose priorities among community health activities. At previous community meetings, you have noticed that a few people do all of the talking. Equal participation is important at this meeting. What can you do to encourage equal participation?

9. Describe the advantages of working through respected people in the community.

10. Explain what a sample is.

11. Circle the letter of your answer. A representation of all or part of a particular location is called:
 - a. A sample
 - b. A form
 - c. A map
 - d. A symbol

12. Describe the advantages of using a map.

13. What three areas should you focus on to learn about a community's health needs?

Unit 3

Finding Out about the Environment

STUDENT GUIDE

OBJECTIVES

1. Describe causes of health and disease that are related to the environment.
2. Explain ways to eliminate causes of disease related to the environment.
3. Use environmental health checklists to observe the environmental health conditions in a community.

LEARNING ACTIVITIES

1. Listen to a student presentation on the relationship among the environment, the individual, other living things, and culture.
2. Work in a small group to discuss a cause of disease related to the environment.
3. Help your group present the information you discussed.
4. Take part in a class discussion of environmental health checklists.
5. Take part in a class discussion of the review questions for Unit 3.
6. Take part in a class discussion of health messages about keeping the environment healthy.

3.1 HEALTH AND THE ENVIRONMENT

Look at the things around you. If you are in your home, perhaps you see the structure of your house, other family members, or maybe a pet animal. If you are outside, perhaps you see mountains, trees, a river or stream, other houses, animals, and the current weather conditions. All of these things are parts of the environment.

People need water to drink and to wash with. People need plants and animals for food and clothing. People need trees and the earth to build homes. People need clean air to breathe. But the environment can also cause disease. Disease-causing organisms live in the environment. Disease-causing organisms can get inside people's food, water, and bodies as well as inside animals, plants, and insects. Then diseases can spread.

3.2 IDENTIFYING CAUSES OF DISEASE RELATED TO THE ENVIRONMENT

You will identify environmental health problems in the community by observing the surroundings. You will notice how people's behavior and parts of the environment work together to affect health in the community. Through observation and your understanding of how the environment can cause disease, you will find out if any parts of the environment are causing disease. You will look at these parts of the environment:

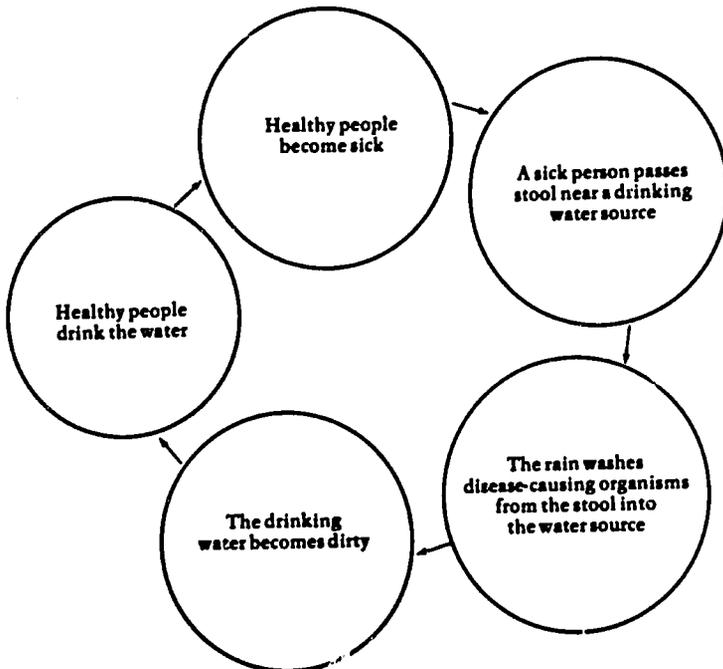
Water

A lack of water can cause disease. When a community lacks water, people save the available water for cooking and drinking. They often do not wash their bodies, their clothing, or their food enough. Diseases can spread when water is scarce.

To understand how a lack of water can cause disease, you must study the relationship between individual behavior and the environment. For example, suppose a family does not have enough water. Family members do not wash their hands after passing stool. The mother becomes sick with diarrhea. She still does not wash her hands after passing stool. Her stool contains disease-causing organisms. She gets the disease-causing organisms on her hands. When she prepares the family's meals, the disease-causing organisms get into the food. Soon, other family members are sick with diarrhea.

Dirty water also causes disease. Animals and people can make water dirty. For example, suppose a sick person passes stool near a source of drinking water. Rain can wash the stool into the drinking water source. Or, the sick person may pass stool directly into the water source. This stool contains disease-causing organisms. The organisms grow in the water. Other people drink the water and become sick.

The diagram shows how dirty water can cause disease.



People in the community will get their water from one or more sources. You should find out where people in the community get their water. You should check the water source. You will learn to determine if water may be causing disease in your community. Learn about the following sources of water.

a. Rain and snow water

Rain and snow are sources of clean water. To stay clean, however, rain and snow water must be collected in a clean barrel and protected from insects and dirt. You should teach people in the community how to keep rain and snow water clean.

b. Surface water

Surface water is water from streams, rivers, ponds, and lakes. People often drink surface water. But surface water may contain disease-causing organisms. Water that looks clean and does not smell bad may still contain disease-causing organisms. You should advise people in the community to boil surface water before drinking it.

c. Ground water

Ground water is water from a spring or a well. A well is a hole dug into the ground to collect water. Ground water is usually clean. However, soil containing disease-causing organisms may wash into the ground water during the rainy season. Soil can also get into spring water from the bucket of a person who is collecting water. The bucket may have soil on it. The person puts the dirty bucket into the spring water. Organisms from the soil grow in the water. The water then becomes dirty. You should advise people in the community to keep sources of ground water clean. Tell them to boil the water before drinking it if they suspect that it is dirty.

d. Piped systems

Water can also be piped from a water source to a house or a water tap. Organisms can enter a piped system from the ground or surface water sources. Organisms can also enter through joints between pipes. Again, advise people in the community to boil their drinking water if they suspect that it is dirty.

Garbage and Trash

Disease-causing organisms grow easily in garbage such as decaying food. Children can get the organisms on their hands when they play near garbage. If they do not wash their hands, the organisms can get inside their bodies or on articles in the house.

Disease-causing organisms also grow on trash such as paper, tin cans, and bottles. Insects such as flies and roaches walk on garbage and trash and pick up the organisms on their feet. The insects deposit the organisms on food, in drinking water, or on dishes and other things in people's homes.

You should caution community members against leaving garbage and trash in the open. Advise them to bury or burn garbage and trash. They can also use garbage as compost to make their soil richer.

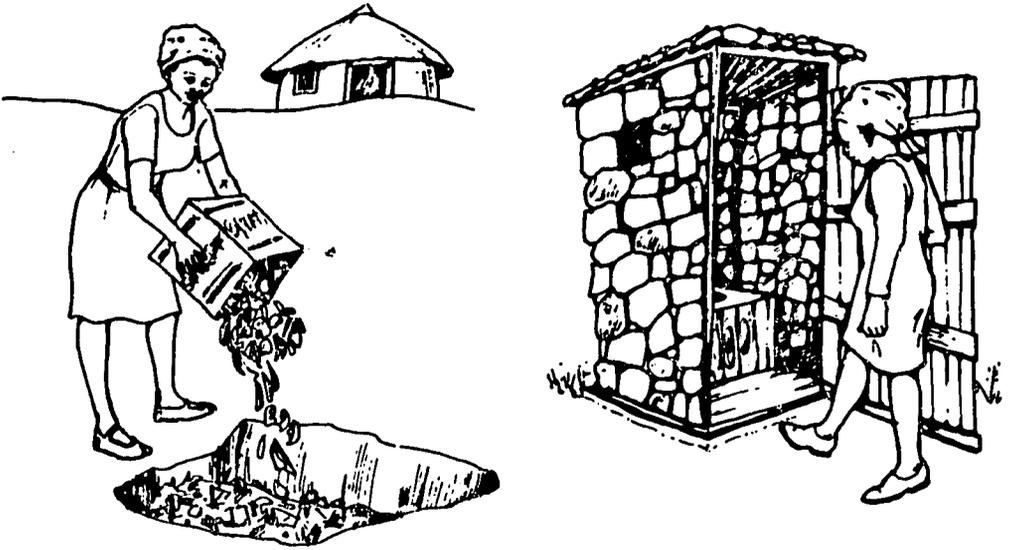
Human and Animal Wastes

Human and animal wastes cause many diseases. Stool, in particular, spreads disease. Stool is the waste material that comes from the intestines. Stool causes disease in many ways. Stool can get on the food people eat if a food handler does not wash his hands after passing stool. Also, flies breed on stool and then walk on food, dishes, and other objects. Or, stool can get into water sources. People may pass stool in or near a water source. During the flood season, water often flows onto an area of land where stool has been left. Organisms from the stool may grow in the water. These organisms can cause disease.

Using a latrine is the safest way to prevent the spread of disease from stool. Encourage people in the community to build and use latrines. If they use human wastes to make the soil for crops richer, you should teach them to bury the wastes for twelve months first to prevent the spread of disease.

Insects and Rodents

Flies and roaches feed and breed on human waste and decaying garbage. They breed very quickly. Flies and roaches have hairs on their legs. Decayed material sticks to these hairs. The decayed material contains disease-causing organisms. As the insects fly or crawl from one place to another, they spread the disease-causing organisms.



To prevent the spread of disease caused by flies and roaches, you must prevent the insects from breeding. Advise people in the community to bury garbage and to use latrines. Encourage them to store food in containers and behind screens. Teach them to fill cracks in walls and floors and to keep their homes well lit.

Like flies, mosquitoes breed very quickly. Mosquitoes breed in water. One way to prevent disease caused by mosquitoes is to drain pools or containers of standing water.

Rodents, such as rats, not only spread disease but also destroy food supplies. Rats live and breed in garbage and trash. To prevent damage and disease caused by rats, you should tell people to bury garbage and trash and to screen in food supplies.

3.3 LOOKING AT THE ENVIRONMENT

Part of your job as a health worker will be to observe the environment in the community and to look for possible causes of disease. Remember that people's behavior is usually interacting with several parts of the environment to cause disease. You will learn to determine if any of these causes exist and how best to get rid of them.

An environmental health checklist can help you look at the environment and identify environmental health problems. An environmental health checklist lists questions about different parts of the environment. The questions will remind you of the things to look for in the community. See the Community Health manual for a series of environmental health checklists. As you work in a community, you will ask yourself the questions outlined in the checklists. The community has a healthy environment if the answer to all of the questions is "yes." Any question with a "no" answer identifies an area in the environment that needs improvement. You should focus community health activities on these areas.

Another part of your job will be to identify possible resources to help you meet the environmental health needs of the community. Rural health inspectors, sanitarians, and other health workers can help you improve environmental conditions. You will work with other development groups to improve the health of the community.

Most important, you should also find out how people in the community feel about their environment. Find out whether they understand the relationship of the environment to health and disease. Find out if they are willing to work to improve the environment if necessary.

Learning about the environment will uncover information about other areas such as nutrition and child health. Remember that these areas affect the environment and the environment affects them. Use this information as you complete your picture of the community.

REVIEW QUESTIONS

Finding Out about the Environment

1. List the five parts of the environment that can cause disease.

2. Explain how a lack of water can cause disease.

3. Draw a cycle of events that shows how dirty water can cause disease.

4. Explain how water in a spring can become dirty from the bucket of a person who is collecting water.

5. Describe how garbage can cause disease.

6. Human and animal wastes cause many diseases. Stool, in particular, spreads disease. Describe three ways that stool can cause disease.

7. What is one way to prevent mosquitoes from spreading disease?

8. What is an environmental health checklist?

9. TRUE(T) or FALSE(F)

- Surface water is water from a spring or well
- Finding out about the environment also means identifying possible resources for environmental health activities and finding out about how people in the community feel about their environment.

REVIEW EXERCISES

Finding Out about the Environment

Use the environmental health checklists to identify the healthy and unhealthy environmental practices in Community A.

1. A river is the main source of drinking water in Community A. Recent rains and flooding have made the river brown. The river is filled with floating branches and trash from a village 1 km upstream from Community A. You see no animals near the river. No crops are growing near the river. Before the flood a compost pit was 3 meters from the water's edge.

The area around Community A has plenty of wood. Community members always boil their drinking water.

- a. Name one unhealthy environmental practice in Community A.

- b. Name at least two healthy environmental practices in Community A.

Unit 4

Finding Out about Nutrition

STUDENT GUIDE

OBJECTIVES

1. Identify body-building, energy, and protective foods that are available in the community, and describe their use.
2. Plan and prepare a typical meal of local foods.
3. Describe how to make mixed meals from local foods.
4. Explain the nutrition needs of people at different times of life.
5. Take a food history course to learn about a person's nutrition.

LEARNING ACTIVITIES

1. Listen to a student presentation on body-building, energy, and protective foods.
2. In a group, make a market visit to identify locally available foods and to talk to community members about nutrition.
3. Work in a group to plan and prepare a typical meal of local foods.
4. Help present the findings of your market visit to the class.
5. Take part in a discussion on the nutritional value of local foods and on how to prepare mixed meals with local foods.
6. Listen to a student presentation on the nutrition needs of people at different times of life.
7. Pair up with another student to practice taking a food history.
8. Take part in a class discussion on taking a food history.

4.1 NUTRITION AND MALNUTRITION

Good nutrition means eating the right foods in the right amounts at the right times. A well-nourished body grows normally. A well-nourished body can repair itself and fight disease. A well-nourished person stays healthy.

Malnutrition is poor nutrition. A person becomes malnourished when he does not eat enough foods or he eats food that does not have all the nutrients he needs. Malnutrition slows growth. Malnutrition lowers a person's resistance to disease. Malnourished children often suffer from other diseases. Most commonly, they suffer from diarrhea and dehydration.

Learn about the foods that people should eat to stay healthy. Foods can be divided into three groups. The three food groups describe how the body uses foods. The table gives examples of foods in each group.

FOOD GROUPS

BODY-BUILDING FOODS

ANIMAL	PLANT	
Meat	Dried beans	Nuts
Fish	Peas	Sesame Seeds
Eggs	Soybeans	Sunflower seeds
Milk	Lentils	Whole grains
Blood	Ground nuts	
Cheese		

ENERGY FOODS

Wheat	Sweet potatoes	Butter
Corn	Sugar	Bananas
Rice	Honey	Plantain
Casava	Oils	Taro
Potatoes	Fats	Avocados

PROTECTIVE FOODS

FRUITS	VEGETABLES	GRAINS
Papayas	Pumpkin leaves	Whole wheat
Mangoes	Casava leaves	Unmilled corn
Oranges	Sweet potato leaves	Brown rice
Lemons	Tomatoes	
Limes	Pumpkins	
Melons	Spinach	
Tangerines	Carrots	
Dates	Cauliflower	
Apricots	Cabbage	
Pineapples		

Body-building Foods

The body needs body-building foods to grow and to repair itself. Body-building foods come from animals and plants. Meats and milk are body-building foods that come from animals. Beans, seeds, and nuts are body-building foods that come from plants. The table lists other examples of body-building foods.

Animal sources of body-building foods have more body-building nutrients than plant sources. But animal sources cost more. You can mix plant sources of body-building foods to increase their value. For example, nuts, seeds, and beans have the same body-building nutrients as meats and milk, but cost much less.

A child becomes malnourished if he does not eat enough body-building foods. Malnutrition from a lack of body-building foods is called kwashiorkor. Kwashiorkor lowers a child's resistance to other diseases. Adults who do not eat enough body-building foods have low resistance to disease.

Energy Foods

The body needs energy foods to move and to work. All foods contain some energy nutrients. Energy foods have more energy nutrients than other foods. Energy foods cost less than body-building foods. Most people's diets contain many energy foods, such as wheat, corn, rice, potatoes, sugar, fats, bananas, and taro.

Grains are important energy foods. You can eat either milled or

unmilled grains. Milling removes the outer part and sometimes the center parts of the grain. These parts contain protective nutrients. Milling leaves only the energy nutrients in the grain. Grains that are not milled contain both energy and protective nutrients.

A person becomes malnourished if he eats too much or too little energy food. Malnutrition caused by not eating enough energy food is marasmus. Malnutrition caused by eating too much energy food is obesity. An obese person is very overweight.

Protective Foods

Protective foods help the body fight infection and stay healthy. Most fruits, vegetables, and whole grains are protective foods. The availability of protective foods depends on the season of the year. The table gives some examples of protective foods.

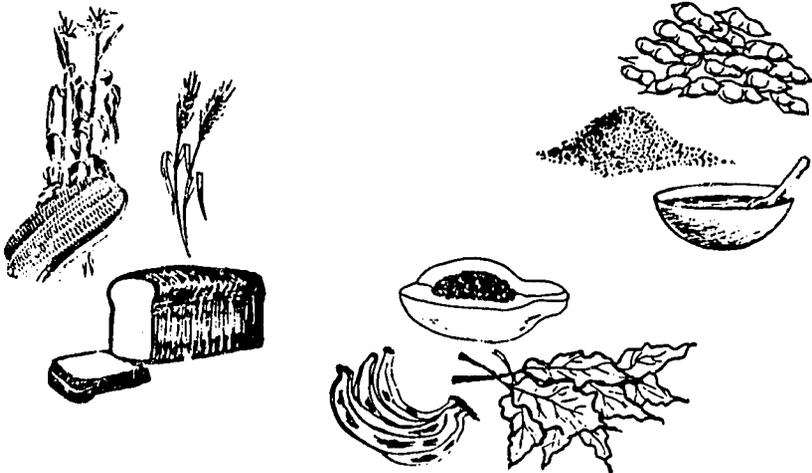
Protective foods contain nutrients called vitamins and minerals. Vitamins and minerals help fight infections and repair the body. A lack of a particular vitamin or mineral can cause disease. The table below describes the sources and functions of different vitamins and minerals. It also describes the problems caused by too little of a particular vitamin or mineral.

VITAMINS AND MINERALS

VITAMIN	SOURCE	FUNCTION IN BODY	PROBLEMS CAUSED BY TOO LITTLE
A	Yellow vegetables Green, leafy vegetables	Keeps the skin, hair, and eyes healthy	Night blindness
B	Green, leafy vegetables Whole grains	Keeps the nerves, skin, and blood healthy	Sores on the mouth Loss of sensation in the arms and legs Anemia Premature birth
C	Oranges Lemons Limes Tangerines Guavas Tomatoes	Keeps the tissues healthy	Bleeding gums Easy bruising

VITAMINS AND MINERALS, continued

MINERALS	SOURCE	FUNCTION IN BODY	PROBLEMS CAUSED BY TOO LITTLE
D	Fish oils Liver Egg yolks	Keeps the bones healthy	Rickets in children Softening of bones in adults
Iron	Green, leafy vegetables Meat	Keeps the blood healthy	Anemia
Calcium	Milk and dairy products Soy beans Green, leafy vegetables Small fish eaten with the bones	Keeps the bones and teeth healthy	Unhealthy, brittle bones and teeth



Mixed Meals

To stay healthy, a person must eat body-building, energy, and protective foods at each meal. A meal containing foods from each of the three groups is a mixed meal. This is an example of a mixed meal:

- Bread or cereal made with whole grains
- Soup made with lentils or beans
- Fruit or spinach

Bread and cereal have energy nutrients. Lentils and beans have body-building nutrients. Fruit and spinach contain vitamins and minerals that are protective nutrients. Many people eat foods that are prepared together in one pot. If foods from each of the three groups are added, it is a mixed meal. People stay healthy by eating mixed meals.

The following table shows the number of mixed meals people should eat each day.

TIME OF LIFE	NUMBER OF MIXED MEALS EACH DAY	
Pregnant or breast-feeding woman	3	
Infant from birth to four or six months		Breast milk
Child from six months to three years	4 - 6	Breast milk
Child three years and older	4	
Adult	2	

4.2 NUTRITION NEEDS AT DIFFERENT TIMES OF LIFE

People have different nutrition needs at different times in their lives. These groups have special nutrition needs.

Pregnant and Breast-Feeding Women

Pregnant and breast-feeding women need more food than other people. They need one and one-half times their normal diet. They need food for their own growth, energy, and resistance to disease. They also need to nourish a growing fetus or infant. A pregnant woman who eats mixed meals is strengthening her own health and the health of the baby growing inside her. The baby of a malnourished woman is more likely to have low resistance to disease. A breast-feeding woman who eats mixed meals will be able to provide

her infant with the proper nourishment. She will help strengthen him against disease.

Pregnant and breast-feeding women should eat three mixed meals each day. Their meals should include plenty of body-building foods and foods that are rich in a mineral called iron. A lack of iron causes a disease of the blood called anemia. Miscarriages and premature births are common among anemic women. A baby born to an anemic mother will also be anemic. A baby who is anemic has low resistance to disease. He may not survive.

Breast-feeding women should also drink lots of water and milk. Milk contains a mineral called calcium. Calcium helps build an infant's bones.

Infants and Young Children

An infant grows very fast for his first six months. His mother's breast milk contains all the nutrients he needs for growth at this time. Breast milk has the following advantages over other kinds of food for infants:

- a. Breast milk has body-building, energy, and protective nutrients in the right amounts for a growing infant.



- b. Breast milk is clean. Breast milk contains no harmful organisms. Bottles, on the other hand, are difficult to keep clean. Organisms that grow in an unclean feeding bottle can cause disease.

- c. Breast milk costs less than other types of milk.
- d. Breast milk contains substances called antibodies that protect the infant from infection and disease. Breast-fed infants usually stay healthier than bottle-fed infants.

You should encourage women in the community to breast-feed their infants. Teach them the advantages of breast-feeding. Tell mothers to continue breast-feeding even when their infants are ill. Sick infants need nourishment to fight infection.

You should advise a breast-feeding mother to continue breast-feeding even when she is ill. Her breast milk will not harm her child. If she cannot breast-feed, urge her to find another woman to breast-feed her infant until she recovers. The ill mother should massage her breasts and express the milk while the infant is not suckling. This will help her to breast-feed her infant again after she recovers from her illness.

If a mother cannot produce breast milk, you should show her how to use other milk safely. Tell her to boil any milk she feeds her infant. Caution her against adding too much water to the milk. Thinned milk will not provide enough nutrients to the infant.

Allow bottle feeding only in emergencies. Insist upon these safety measures for bottle feeding:

Boil the bottle and the nipple before each feeding.

Use all of the milk in the bottle at each feeding. Throw away any milk that the infant leaves. Or, give the extra milk to another family member. Do not save the milk in the bottle.

Children should be breast-fed for at least two years. After four to six months, however, an infant needs more food. Tell mothers to add clean, soft, mixed foods to a child's diet at around four months. The child will be used to eating these foods at six months. The foods must contain body-building, energy, and protective nutrients. They will work with the mother's milk to help the child grow strong.

Super porridge is a healthy infant food. Super porridge is a soft cereal made from a mixture of beans and two types of grains. Follow these steps to make super porridge:

- a. Measure equal amounts of wheat and corn.
- b. Measure twice the amount of soy beans.
- c. Rinse the grains with clean water.

- d. Roast the soy beans and grains.
- e. Grind the roasted beans and grains into flour.
- f. Mix the flour. Store the mixture in a clean covered jar or tin.
- g. Cook the mixture in clean water. Make it thick like porridge.
Or, make it so the child can drink it. Cook enough for one meal.
Add vegetables or fruit.

Mothers should start giving children small amounts of super porridge at four to six months. As a child gets older, he can have more. Children have small stomachs. They need to be fed often. Tell mothers to feed their children super porridge as often as four to six times a day and to continue breast-feeding.

Urge mothers to wash their hands before they prepare food and to use clean cups and spoons for feeding. Practicing good personal health habits and using clean utensils will help protect children from disease.

Older Children and Adults

Adults and children need body-building, energy, and protective foods at each meal. People who work hard with their muscles need more food than those who do not use their bodies to work.



HEALTHY CHILDREN MEAN A HEALTHY COMMUNITY

Children must eat more often than adults because they have small stomachs. They eat only small amounts of food at one time. Children become sleepy when they do not eat often enough. They cannot learn in school. Frequent small mixed meals help children grow and learn.

A sick person needs food. A sick person often does not feel like eating. He must be urged to eat. His condition may worsen if he does not eat. He may become malnourished. He will have low resistance to other diseases. Children with diarrhea must eat more than usual. Much of the food they eat is lost in the diarrhea. They must eat more to replace it.

Old People

Old people also need body-building, energy, and protective foods at each meal. Older people sometimes have few or very poor teeth. Chewing is difficult. Advise families to feed old people soft foods. Tell them to add super porridge to the diets of old people.

4.3 NUTRITION IN THE COMMUNITY

Nutrition in the community depends on the foods that are locally available, the money available for buying food, and the traditional customs related to food.

Locally Available Foods

Locally available foods are foods that people in the community can grow or buy. Foods grown in the community are usually better than those brought in from other places. Foods grown in the community also cost less. Transportation costs and costs for tins and packages increase the price of foods that are brought in from other places.

Communities differ in what they can produce, what people want, and what is available. Body-building foods such as meat or eggs may be available in a community. However, people sometimes sell the body-building foods and save none for themselves. Milk may also be available in a community. Milk can come from a variety of

sources. Find out what kind of milk people in the community drink.

Energy foods in the community usually include grains. Locally produced grains are often better than grains that are brought in to the community. Grains that are brought in are usually milled. Milling removes the parts of the grain that contain the protective nutrients. Milling decreases the nutrients in grain and increases its cost. People pay more for the grain and get less food value. Brown rice and whole wheat breads are much more nutritious than white rice and white bread.

Protective foods include fruits and vegetables. Gardens are a good, inexpensive source of protective foods and also a good use of land. Adding body-building, energy, and protective foods to the main local food is the best way to ensure that all family members get the proper nutrients.

Family Food Economics and Distribution

The amount of money available to buy food also affects people's nutrition. You should encourage rural families to grow foods for their own use. Urge them to save and eat portions of any foods that they sell. Selling food and then rebuying it from the market is costly and a poor use of family resources. Ask community members how much they spend on food each week and what they buy. Work together to decide if they are getting the most nutritious foods for their money.

Also learn how families distribute food. All family members need mixed meals. But some family members have special needs. For example, a ten-month-old infant may be breast-feeding occasionally and also given a little of the family's regular food. His mother's breast milk and the small amount of solid foods may not contain enough energy foods to keep the infant healthy. This infant needs regular breast-feeding and extra energy foods.

Traditional Customs Related to Food

All groups of people have customs and beliefs about the foods they eat. Some groups forbid the eating of certain foods that others eat regularly. For example, Muslims do not eat pork. Hindus do not eat beef.

Some groups prohibit certain foods during particular times of life, such as infancy, pregnancy, and breast-feeding, or during certain

illnesses. These food customs may cause health problems if other nutritious foods are not added to a person's diet. For example, the custom of avoiding eggs during pregnancy can result in a lack of body-building foods in a pregnant woman's diet. Avoiding green, leafy vegetables during breast-feeding may be a problem if a woman does not eat other protective foods. Withholding egg whites and meats from young children can deprive them of needed body-building nutrients. Withholding water from a child with diarrhea leads to dryness, or dehydration.

You will likely encounter such beliefs or customs in your community work. Always respect the beliefs of others. However, be prepared to advise community members about ways to avoid health problems that can result from their beliefs.

4.4 NUTRITION OF INDIVIDUALS

Probably the most important part of finding out about nutrition in a community is looking at the nutrition of individual community members. You will learn to talk to individuals about their eating habits. You will also look for signs of nutrition problems.

Taking a Food History

A food history is the information you get from a person about:

What food he eats

How much food he eats

How often he eats each day

Why he eats those foods

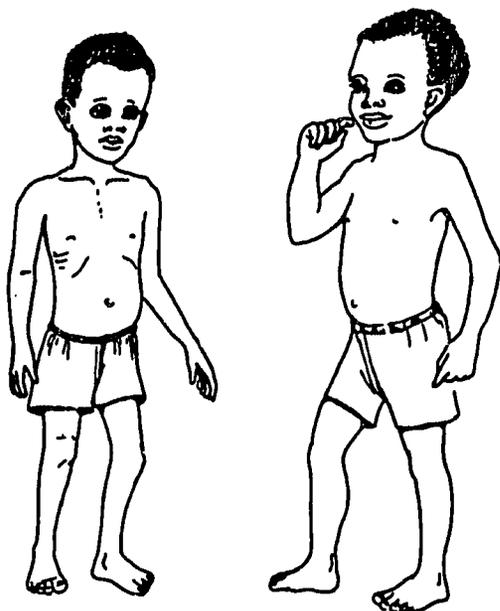
You will take food histories to compare what a person usually eats to standards that define the amount and types of food a person needs to be healthy. A person who is not growing properly or who is often sick, weak, or tired may not be eating enough of the right foods. A food history will help you detect this type of problem.

Question the person, a member of his family, or the cook for the family. Explain what you want to know and why. See the checklist

for taking a food history in the Community Health manual. Compare the information you obtain with what you have learned about food requirements at different times of life. Decide if the individual is eating mixed meals.

Observing Individual Community Members

You can also learn about an individual's nutrition by simply observing his appearance. See the Community Health manual for a list of signs of nutrition status.



You may see children with thin arms and legs and swollen bellies. You may see people who lack energy or who are not interested in their surroundings. It is not enough to simply recognize these conditions as signs of nutrition problems. You should also look into the causes of these problems. Find out if the individual lacks food. Does he lack a variety of foods? Does he lack land on which to grow food? Answers to questions like these will give you a complete picture of the nutrition status of the community. Through continued observation and discussion you will come to understand the role of nutrition in the health of the community.

REVIEW QUESTIONS

Finding Out about Nutrition

1. What is good nutrition?

2. How does a person become malnourished?

3. Give at least two examples of foods for each of these food groups:

Example 1

Example 2

Body-building

Energy

Protective

4. For each statement below, write the number of the food group to which it applies

1 - Body-building

2 - Energy

3 - Protective

Example: 1 Used to repair the body

- Used for the body to do work
- Usually inexpensive
- A lack of this type of food causes kwashiorkor
- Fruits, vegetables, and whole grains
- A lack of this type of food causes marasmus
- Iron

5. Explain what milling does to grains.

6. Match the vitamins and minerals in column A with their functions in the body in column B. Write the letter of your answer in the space provided.

<u>A</u>	<u>B</u>
___ Calcium	a. Keeps the nerves, skin, and blood healthy
___ Vitamin D	b. Keeps the tissues healthy
___ Iron	c. Keeps the bones healthy
___ Vitamin C	d. Keeps the skin, hair, and eyes healthy
___ Vitamin A	e. Keeps the blood healthy
___ Vitamin B	f. Keeps the bones and teeth healthy

7. Give two examples of mixed meals.
8. Look at the table in Unit 4 that shows the number of mixed meals people should eat each day. Answer these questions.
- How many mixed meals should a seven-month-old infant have each day in addition to breast milk?
 - How many mixed meals does an adult need each day?
9. TRUE (T) or FALSE (F)
- ___ Vitamins and minerals help fight infections and repair the body.
 - ___ A pregnant or breast-feeding woman needs three mixed meals each day.
 - ___ Sick children and adults must be urged to eat.
10. Breast milk has several advantages over other kinds of food for infants. List at least three.
11. How long should a child continue to breast-feed?

12. Super porridge is a healthy infant food. Super porridge is a soft cereal made from a mixture of beans and two types of grains. How do you make super porridge?

13. Describe the food needs for pregnant and breast-feeding women.

14. What three things does nutrition in a community depend on?

15. What is a food history?

REVIEW EXERCISES

Finding Out about Nutrition

1. Joey and Sam are seven-year-old boys from the same village. They go to the same school. Sam is bigger than Joey. Joey is sick and absent from school more often than Sam. Joey gets tired when he and Sam run to school together. Joey often sleeps during lunch instead of playing with the other boys. Sam eats a meal before he comes to school each day. Joey does not eat before he comes to school.

Joey sometimes brings a piece of bread for lunch. However, he often comes to school without lunch. Sam's mother prepares a lunch for him to take to school each day. Here is what Sam's mother packed for him to take to school one day:

One cooked ear of corn
One-half cup of ground nuts
Two tomatoes

Look at what Sam brought to school.

- a. Identify any body-building foods. _____
 - b. Identify any protective foods. _____
 - c. Identify any energy foods. _____
 - d. Explain why Sam's lunch is or is not a mixed meal.
- e. How might diet explain some of the differences between Sam and Joey?
2. Mr. Jones and Mr. Smith live in the same village. Each owns five chickens that lay five eggs per day. On market day, Mr. Jones takes three of his eggs to trade with a local farmer. He gets a bag of brown rice for his three eggs. His family eats the remaining two eggs. Mr. Smith trades all five eggs at the market for one bag of white rice that comes from a faraway city. Discuss which family gets more nutrients.
 3. Mrs. Smith is breast-feeding her eighteen-month-old child. The child has measles. Mrs. Smith asks you what foods she and the child should eat. What do you recommend?

Unit 5

Finding Out about the Health and Care of Pregnant Women, Mothers, and Newborns

STUDENT GUIDE

OBJECTIVES

1. Identify traditional customs, beliefs, and practices that affect the health and care of pregnant women, mothers, and newborns in the community.
2. Describe the problems or conditions that may make a pregnant woman, mother, or newborn at risk of complications.
3. Develop a list of questions to ask pregnant women and mothers to help determine if they are at risk.

LEARNING ACTIVITIES

1. Listen to a student presentation on the importance of keeping pregnant women, mothers, and newborns healthy.
2. In a group, talk to community members about customs, beliefs, and practices related to the care of women before and after childbirth, the care of the newborn, breast-feeding, and child spacing.
3. Help give a brief report of the findings from your talks with community members.
4. Take part in a class discussion of the exercise.
5. Work in a group to list questions to ask pregnant women and mothers to help identify high risk women and newborns.

5.1 HEALTH AND CARE OF PREGNANT WOMEN, MOTHERS, AND NEWBORNS

Among all community members, pregnant women, mothers, and newborns in the community are often at the greatest risk of disease and death. Newborns are especially at risk. Part of your job as a health worker will be to find out which aspects of the community affect the health of pregnant women, mothers, and newborns. You will need to talk to mothers and pregnant women about their health and the health of their infants. You will need to learn about traditional beliefs and practices. You will need to begin to think about ways to ensure the best care for these members of the community.

5.2 TRADITIONAL CUSTOMS, BELIEFS, AND PRACTICES

All communities have traditional beliefs and practices about pregnancy, childbirth, care after childbirth, and child spacing. For example, some believe that pregnant women should not eat certain foods. Others take part in practices believed to strengthen the woman's body and ensure a healthy baby. Each community has customs governing how women deliver their babies and who assists in deliveries.

You will need to find out about the community's beliefs and practices related to pregnancy. Do women take part in special practices or receive special treatments during pregnancy? What do they eat or not eat? Why? Where do they go for advice? What do they know about problems or dangerous conditions during pregnancy?

You will also need to find out about beliefs and practices related to childbirth. Learn where women go to have babies and who usually assists deliveries. For example, women may go to a midwife for assistance. Or, they may seek the help of a traditional birth attendant, an aunt, a respected elderly woman, or perhaps a sister. Also note which traditional practices are healthy and which cause harm. For example, harmful

delivery practices include pushing or pulling a woman's abdomen to speed up labor, or putting animal dung on the umbilical stump of the newborn.

Avoid reacting strongly to harmful practices. People will not change their beliefs and behavior just because you react negatively. Instead, discuss the practices with the person. Explain why the practices are harmful. Provide ideas for safe alternatives, if possible. Find a respected person in the community who is also aware of the dangers of a particular belief or practice. Ask the person to support your ideas in the community.



PEOPLE LIKE TO HEAR ABOUT THE GOOD THINGS THEY ARE DOING.

Also, be sure to encourage helpful customs that community members are already practicing, such as breast-feeding all children under age three. People like to hear that they are helping to make themselves and their families healthier. Do not try to change traditional practices that cause no harm.

5.3 TALKING TO MOTHERS AND PREGNANT WOMEN

Pregnancy and childbirth are natural processes. Most often a woman becomes pregnant and gives birth without problems. Sometimes, however, a woman or an infant can suffer serious problems during pregnancy, labor, delivery, or after childbirth. Problems with a normal process are called complications. Another part of your job as a health worker will be to identify pregnant women, mothers, and newborns who may be at special risk of complications.

A woman who has had complications during a previous pregnancy is likely to have complications during her next pregnancy. Women with certain diseases are also at risk of complications. You will need to talk to the mothers and pregnant women in the community. Find out about their past illnesses and pregnancies, their present health, and what they are doing to keep themselves and their children healthy. Ask about problems during or after past pregnancies. Find out how mothers are caring for their newborns. Learn about women's feelings and practices regarding child spacing.



Looking at the Health of Pregnant Women

A pregnant woman needs special care. You will need to find out how pregnant women in the community take care of themselves during pregnancy. Find out if pregnant women eat extra body-building foods and green, leafy vegetables. Be sure they understand that good nutrition during pregnancy will help ensure a normal birth weight newborn. A normal birth weight helps an infant fight disease. A woman who is healthy during pregnancy is also more likely to have a normal delivery.

A woman's family must also be prepared for pregnancy and delivery. You will learn to teach family members their responsibilities while the mother is recovering from childbirth and giving special care to her newborn. You will also show the woman and her family how to prepare for a home delivery.

You will learn to teach pregnant women the benefits of breast-feeding. You can show them how to prepare their breasts and avoid feeding problems.

You will learn about the complications of pregnancy, including those discussed below. You will check pregnant women regularly for signs of these complications.

a. Preeclampsia

Preeclampsia is a disease that can develop during pregnancy. Without proper care, preeclampsia can lead to convulsions and even maternal or fetal death.

b. Miscarriage

Miscarriage is the ending of pregnancy during the first twenty-eight weeks. A woman who has had a previous miscarriage is at risk of another. An incomplete miscarriage can cause prolonged, heavy bleeding that can endanger a woman's life.

c. Premature delivery

Premature delivery is the birth of an infant before it has reached a mature size. Many premature infants do not survive. They have low resistance to infection because they are small. Premature infants need special care.

d. Prolonged labor

Prolonged labor is labor that lasts longer than it should. Prolonged labor can cause problems for the mother and the baby.

Prolonged labor can occur when the fetus is in an abnormal position. Or, it can occur when the mother's pelvis is too small for the baby to pass through.

e. Rupture of the uterus

A rupture of the uterus means the uterus splits during labor. Severe bleeding can lead to the death of the woman and the fetus. A rupture of the uterus may occur when the woman has had a previous cesarean section delivery.

These and other complications of pregnancy are discussed in the Prenatal Care and the Labor and Delivery modules.

Some women are at greater risk than others of experiencing complications during pregnancy, labor, and delivery. For example, women under age sixteen often have premature deliveries and give birth to small babies. Women over thirty-five have an increased tendency to bleed during and after labor. An older woman is also at risk of giving birth to an abnormal baby. Women who have had more than five pregnancies are likely to bleed immediately after delivery. They can also deliver so fast as to injure the infant. A woman suffering a long-lasting illness is also at increased risk of complications. These and other high risk factors are discussed in the Prenatal Care module.

Part of your job as a health worker will be to talk to pregnant women to try to identify factors such as these that might make them at risk of complications. Remember, however, that a pregnant woman will not be able to tell you the names of particular problems that she might have. She will only be able to tell you how she is feeling. These feelings are clues to finding out about possible problems.

For example, a woman may say she is tired during pregnancy. Some fatigue is normal during the very early and very late weeks of pregnancy. But a woman who is unable to walk as far as she used to, or who wants to sleep all the time, may need iron. You can teach her about the foods that contain iron. You will learn to give her iron tablets and to treat her for other conditions that might be causing her tired feeling.

A woman may tell you about bleeding during pregnancy. Light bleeding may or may not be a sign of complications. However, heavy or prolonged bleeding is a sign of a serious complication. The woman needs special care in a hospital.

A woman may complain of swelling of her hands and feet, headaches, vomiting, and poor vision. She may have preeclampsia. Women who have had these complaints with previous pregnancies are likely to have them again. They need special care in a hospital.

Looking at the Health of Mothers and Newborns

The health of mothers and their newborns is closely linked during labor and delivery, and after delivery. The mother's problems during labor will affect the health of the fetus. Likewise, any problems of the fetus will affect the mother. You should talk to women about complications during labor and delivery. A complication may explain a present health problem of the mother or her newborn. You should also find out who assisted the delivery and how. Unclean cord cutting instruments can cause tetanus of the newborn, a serious and often fatal disease.

The care of the newborn immediately after birth also affects his health. For example, a newborn is not able to control his body temperature well. Wet and naked, he can rapidly chill. He should be given to his mother right away to suckle. The newborn will stay warm by being close to his mother. Also, the liquid that the breast secretes during the first few days is rich in special substances that nourish the newborn and protect him from disease.

You will learn to teach mothers how to care for a newborn at home. The umbilical stump must be kept very clean to avoid infection. Infection during the early weeks of life can be fatal to a newborn. You should talk to mothers about the nutritional needs of infants and breast-feeding women. Ask about problems with breast-feeding. Teach proper breast care.

Looking at Attitudes and Practices about Child Spacing

Child spacing practices also affect the health of pregnant women, mothers, and newborns. Child spacing prevents health problems for the mother and promotes the well-being of the family. Child spacing allows a couple to space their children so that the woman regains her full strength and each child has the full benefit of his mother's breast milk and care.

Each family and community has feelings about how many children they want. Some people want many children because they know that some will die. Others want many children to ensure help in the field. Still others want many children to ensure the continua-

tion of the family line. Knowing the number of children that families in the community want will help keep community members healthy. If the health of pregnant women, mothers, and newborns is suffering because of too many closely spaced births, the community must look at ways to eliminate this health problem.

As you talk to people about child spacing, you will find that some want information about ways to space their children. Others may have never heard about child spacing. Others may fear ways to space children because of a bad past experience or may not believe in child spacing for religious reasons. You may also learn that cultural practices in the community are already helping to space pregnancies. For example, some groups prohibit a breast-feeding woman from having intercourse for fear of spoiling her breast milk. This belief helps space children.

Learn about attitudes toward child spacing and about beliefs or practices in the community that influence child spacing. With this understanding, you will be in a better position to help families have the number of healthy children they want.

REVIEW QUESTIONS

Finding Out about the Health and Care of Pregnant Women, Mothers, and Newborns

1. What five questions should you ask to find out about beliefs and practices related to pregnancy and childbirth?
2. What should you do if you find beliefs or practices that you feel are unhealthy?

3. Match the complications in column A with their descriptions in column B. Write the letter of your answer in the space provided.

<u>A</u>	<u>B</u>
___ Preeclampsia	a. Birth of an infant before it has reached a mature size
___ Prolonged labor	b. If heavy or prolonged, may be a sign of a complication
___ Bleeding	c. Labor that lasts longer than it should
___ Miscarriage	d. Disease that can develop during pregnancy
___ Premature delivery	e. Ending of pregnancy during the first twenty-eight weeks

4. Name at least three factors that would make a pregnant woman at risk.

5. Circle the letter of your answer. A pregnant woman with swollen hands and feet, headaches, vomiting, and poor vision may be suffering from:
 - a. Premature delivery
 - b. Preeclampsia
 - c. Miscarriage
 - d. Prolonged labor

6. Why is it important to ask mothers of newborns about their labor and delivery?

7. TRUE(T) or FALSE(F)
 - ___ A woman who has had complications during past pregnancies is likely to have complications during her next pregnancy.
 - ___ The liquid that the breast secretes during the first few days is rich in special substances that protect the newborn from disease.

8. What is child spacing?

9. How will your knowledge of people's attitudes and practices about child spacing help you in your work?

Unit 6

Finding Out about the Health and Care of Infants and Children

STUDENT GUIDE

OBJECTIVES

1. Describe ways to measure the growth and development of infants and children.
2. Demonstrate how to use the arm measurement technique for assessing a child's growth.
3. Demonstrate how to use a growth chart.
4. Explain possible reasons for poor growth and development in an infant or child.
5. Describe the process of immunization and the immunizations that all children must have.

LEARNING ACTIVITIES

1. Listen to and discuss a student presentation on the importance of keeping infants and children healthy and on child growth.
2. Observe and practice ways to measure the growth of infants and children.
3. Listen to and discuss a student presentation on child development.
4. Observe children aged six months to five years to see differences in growth and development.
5. Listen to and discuss a student presentation on possible reasons for poor growth and development in infants and children.
6. Listen to and discuss a student presentation on immunization. Discuss the immunizations that all children must have.

7. Discuss health messages about the health and care of infants and children.

6.1 HEALTH AND CARE OF INFANTS AND CHILDREN

Children are the community's most precious resource. Healthy children grow to be healthy adults. Healthy children are a sign of a healthy community. However, like pregnant women, mothers, and newborns, infants and children are at high risk of disease and death. You will identify the health needs of children in the community and work with community members to meet these needs. You will organize special clinics, immunization programs, home visits, and education activities to help meet the health needs of children.

6.2 CHILD GROWTH

Growth is the process of becoming larger. Growth before birth and up to age two or three is mostly an increase in the number of cells in the body. After that, growth is mostly an increase in the size of the cells the body already contains.

The growth of a fetus depends largely on its mother's health and nutrition. You measure fetal growth by noting the growth of the pregnant woman's uterus. Poor maternal nutrition or disease may slow fetal growth. You assess the growth of an infant in several ways. Steady growth compared to that of other children usually indicates that a child is healthy. A slowing of growth warns you that something is wrong. Children who grow poorly usually are not eating enough. Frequent or long-lasting diseases also affect a child's growth.

Measuring Growth

You can measure a child's growth in these ways.

a. Weight for age

Weighing a child regularly is one of the best ways to measure his growth. You should weigh the child every month for the first year and every two to three months until he is five. You should weigh the child at least every time you see him. Be sure to weigh an infant or child:

At least five times during his first year
When he has diarrhea
When he is sick
When he is being weaned
Every time he comes to the health center
When his arm measurement decreases

You will write down the child's age each time you weigh him. Use a growth chart to compare his weight for age with the weights of other children. See the Community Health manual for more information about growth charts. You will practice using growth charts later in your training.

If a chart is not available, follow these general guidelines to assess a child's weight:

At five months, an infant should weigh at least two times his weight at birth

At one year, an infant should weigh at least three times his weight at birth

At two years, a child should weigh four times his weight at birth

b. Arm measurement

Muscle and fat develop on a child's arms when he eats and grows well. A malnourished child has small arms. Measuring a child's upper arm can help you assess his growth. Arm measurement is an effective field technique to use in homes and the community. This test for malnutrition is useful only for children aged one to five. See the Community Health manual.



You will measure around the child's arm halfway between his elbow and his shoulder. Use an arm band or a tape measure. The upper arm of a malnourished child will be less than 14 cm around. You should refer a child to the health center to be weighed if his upper arm measurement is less than 14 cm.

c. Height measurement

Height is another measurement of growth. You should measure the height of an infant or child from his feet to the top of his head. Measure the child at least at each visit to the health center from age six weeks on.

Poor nutrition does not affect height as quickly as it affects weight and arm measurements. Height measurement is therefore less useful as an early warning sign of poor growth.

d. Weight for height measurement

Comparing weight with height is another way to assess the growth of an infant or child. A comparison of these measurements can distinguish between long term, or chronic, malnutrition and short term, or acute, malnutrition. Chronic malnutrition causes stunting of growth. The child's height and weight are both reduced, but his weight is normal for his height. Acute malnutrition, on the other hand, causes wasting. A child's weight is low for his height.

Estimating a Child's Age

Most growth measurement techniques require you to know a child's age. Sometimes, however, a child's mother does not remember his birth date, and birth certificates or other official records are not available. Then, you must estimate the child's age. Ask the mother if she knows of other children in the community who were born at the same time as her child. Use these birth dates to estimate the unknown birth date. Or, use a local events calendar. Mothers are usually able to recall when the harvest was, when they planted, or when any local festivals, major disasters, or weather changes took place. You can sometimes arrive at a fairly precise birth date by associating the birth of a child with such local events.

6.3 CHILD DEVELOPMENT

Development is the process of gradually acquiring certain skills and feelings as a child grows older. During his first three months, an infant is involved totally with himself and with his physical needs, such as food, sleep, and comfort. Toward the end of three months he begins to develop his own personality. He begins playing and having an interest in things outside himself. He continues to develop physically. He also starts to learn language and to develop the emotional and social parts of himself. As he grows he passes through basic stages of physical, language, emotional, and social development.

Physical Development

Physical development is the development of control over large and small muscles. An infant learns very quickly. The way his muscles work together allows him to lift his head, sit, and walk. Physical skills normally occur at predictable times in a child's life. The table describes some of these physical skills and the average ages at which they occur.

PHYSICAL DEVELOPMENT

AGE RANGE IN WHICH SKILLS SHOULD BE ATTAINED	PHYSICAL SKILLS
6 weeks to 2 months	Can lift head when on belly
3 to 5 months	Good head control Rolls over Plays with hands Grasps objects
6 to 8 months	Sits without support Stands with support Grasps actively
8 to 11 months	Crawls Pulls self to stand

AGE RANGE IN WHICH SKILLS SHOULD BE ATTAINED	PHYSICAL SKILLS
12 to 20 months	Stands and walks alone Grasps small objects with thumb and fingers Bangs two objects together
24 to 30 months	Jumps in place Kicks and throws ball
3 to 3½ years	Actively plays Stands on one foot Climbs Jumps

The table lists only some of the physical skills that infants and children develop and the average ages at which they should be attained. Remember, though, that all children are different. Some walk early. Others walk late. A child can differ widely from the average and still be normal. In general, however, if a child lags very much, you should observe and examine him carefully. Malnutrition and disease can delay a child's development. He may have an eye or ear problem, or a muscle weakness. See the Community Health manual for more information on child development.

Language Development

Language development is the process of learning how to use words to communicate. Like body movement, language develops in stages. An infant learns language from the day he is born. He learns to respond to those who smile and talk to him. He learns to understand language long before he is able to talk. At two to three months the infant makes sounds when he is happy and when someone talks to him. At about ten months the noises sound like short words, but their meaning is not yet clear. He is able to say many words by the time he is two. By age three a child should be able to use words clearly to ask for what he wants.

Some children do not learn to talk as fast as others. A child will not be able to use words if he has not heard words. Hearing loss caused by frequent ear infections can also delay language development.

Emotional Development

An infant or child learns to love when people show him love. He learns to feel sad and to feel happy. He learns to feel proud when he has done something well. The control of emotions or feelings develops along with physical and language skills. Emotional development continues throughout life.

Encourage parents to think about a child's emotional development when he is learning the differences between right and wrong. The methods used to show children what is right and wrong are called discipline. Discipline is important for children. Children must learn right from wrong. However, discipline need not be physical. Children do not need to be beaten to learn. A child who is beaten or hit for small wrongdoings will not learn to trust. His emotional development may suffer. He may react with aggression and violence. In this way, the method of discipline in the home can affect a person's emotional development throughout life.

Social Development

Social development means learning how to act with other people. A child learns how to act with other people by watching people and doing what they do. He learns where and what to eat. He learns how to act toward the older people in the community. He learns how to control his actions during ceremonies and to get what he needs without crying. A child learns what boys and men do from the boys and men around him. A child learns what girls and women do from the girls and women around him. Children learn cultural habits and customs by watching people and doing what they do. Social development teaches a child the skills he needs to become a member of the social group. Social development continues through adulthood.

6.4 GROWTH AND DEVELOPMENT PROBLEMS

You should assess each child's growth and development regularly. Be alert for measurements that indicate a growth problem or suggest that a child is not developing physically, emotionally, or socially. A lack of food will usually be causing the problem. But family problems and diseases are often involved.

Inadequate Food Intake

A child must eat the right foods regularly in order to grow well. An infant needs only breast milk for the first four to six months. After that, he needs soft, mixed foods at least four to six times a day. He should continue to be breast-fed for at least two years.

You can use these four basic nutrition guidelines as a starting point in determining possible reasons for a child's poor growth and development. Correct these things. Then, if necessary, look for other things that might be slowing a child's growth and development.

- a. Feed an infant breast milk for the first four to six months and continue breast-feeding for at least two years.
- b. Add soft, mixed foods at four to six months. Feed the child at least four to six times a day.
- c. Use a clean cup and spoon for feeding if breast-feeding is not possible. Use a bottle only in emergencies.
- d. Continue to feed a sick child. Sick children need food.

Family Problems

Problems in a child's family can affect his care. Inadequate care and feeding will affect his growth and development.

a. *Bottle feeding*

A mother needs clean water and refrigeration to safely feed her child milk or formula from a bottle. Disease-causing organisms from dirty water can grow in a bottle. The organisms can infect the child and cause diarrhea. Diarrhea lowers a child's resistance to other illnesses. Also, milk diluted with water does not provide a child with adequate nutrients.

Encourage mothers to breast-feed their children. Breast milk is the best source of nutrients for infants and young children.

Convince mothers to use a feeding bottle only in emergencies. If the mother cannot breast-feed, tell her to give the child expressed breast milk or boiled milk with a clean cup and spoon.

b. *No mother*

If a woman dies in childbirth, her infant needs a substitute mother to ensure his physical, emotional, and social development. Often, a close relative will act as mother and even breast-

feed the infant. This is the best solution. If necessary, consider other solutions such as adoption.

c. Pregnant mother

Sometimes a child is weaned early because his mother becomes pregnant again. Any mother who weans her child early deprives him of a rich source of nutrients. He may lose weight and stop growing. Abrupt weaning also affects a child emotionally. Advise pregnant mothers to wean infants and children slowly with soft, mixed foods. Children weaned abruptly will need at least four to six mixed meals each day.

d. Twins

Twins require more food and more care than a single infant. Twins are therefore at increased risk of poor growth. A mother of twins must provide breast milk to two infants. She must alternate the first twin fed so that both infants have a chance to an equal amount of milk. In some cultures, a boy twin will always be fed before a girl. The girl infant may suffer malnutrition and even death. You should check on the condition of twins in your community. Encourage the mother of twins to provide adequate care to both infants.

e. An adolescent mother or sick mother

A mother may be unable to feed her child properly because she is ill or too immature to care about doing so. If necessary, you should find another woman to care for the child to prevent continued physical and emotional harm. The grandmother is usually a good person in this case.

f. A working mother

A working mother is away from home for many hours a day and may not be able to take her baby with her. If necessary, you should find another woman to be sure the child of a working mother receives an adequate diet. If the woman cannot breast-feed, tell her to give the child expressed breast milk or boiled milk with a clean cup and spoon.

g. Poverty

Very poor families often lack food for their children. If necessary, teach poor families how to get the most nutritious foods with their limited amount of money. Remind them that a child's

growth and development will suffer if he does not eat enough of the right kinds of foods.

h. An unwanted child

Sometimes a child may be born but not wanted. An unwanted child often does not get the needed care or feedings. You should talk to the parents of such a child to protect his life and ensure his health.

i. Alcoholic parents

Alcoholic parents are often too concerned with their own problems to feed, clothe, and care for a child. Alcoholic parents usually spend their money on alcohol. No money is left to buy food for the children. An alcoholic parent may forget his children. The children do not eat, are not bathed, and do not get any attention from their parents. They often end up with physical, emotional, and social problems. If necessary, find another adult to care for and feed the children of alcoholic parents.

Disease

Diseases can also affect a child's growth and development.

a. Diarrhea

Diarrhea is the most common disease associated with weight loss. Unclean food or water causes diarrhea. Dirty feeding bottles, eating utensils, and hands also cause diarrhea. A child with diarrhea loses nutrients and fluids from his body. Some families withhold food from a child with diarrhea. This worsens his condition. He becomes dry, or dehydrated. The child needs oral rehydration therapy and continued feeding to replace the nutrients and fluids that he has lost.

b. Measles

Children with measles often lose weight quickly. Some families also withhold food from a child with measles because the child does not feel like eating. A child with measles needs plenty to eat and drink. He must strengthen his body to fight the infection. You should recommend measles immunizations to protect children against the disease.

c. Pneumonia

Pneumonia often affects young children, especially young children with measles. Children with pneumonia lose weight. A

malnourished child gets weaker and sicker. If food is withheld, the child will develop other diseases and will not grow or develop. Encourage the family to feed the sick child nutritious food.

d. **Worms**

Roundworm infections are common in children. Roundworms take away nutrients and cause the child's body to waste. In severe cases, twenty percent of a child's weight may be worms. You should treat the worms, and improve the child's food intake. Encourage good personal and food health habits in the community to prevent roundworm infections.

e. **Tuberculosis**

Tuberculosis is also associated with weight loss and a decreased appetite. Tuberculosis quickly uses up a child's energy. Children with tuberculosis need to eat plenty of energy and body-building foods.

6.5 IMMUNIZATION

You can protect infants and children from diseases in many ways. Good nutrition is one of the best protections. Good health habits also protect children. Good nutrition and clean surroundings build up the child's resistance to disease. Immunizations also protect infants and children from disease by building up resistance.



The body of a sick person produces substances that fight the disease-causing organisms in the person's blood. These substances are called antibodies. The body produces antibodies to fight one organism at a time. For example, measles antibodies fight measles organisms. Polio antibodies fight polio organisms. A person who has antibodies to measles or polio is immune to measles or polio. This means he is protected from getting sick with measles or polio.

A person becomes immune to diseases in different ways. For example, if a child gets sick with a disease such as measles he becomes immune to measles. This is called natural immunity. A child also develops natural immunity through his mother. A pregnant woman passes many of her own antibodies to the baby growing inside her. At birth, the newborn has natural immunity to many diseases. Breast milk also provides natural immunity to the newborn.

Immunization is another way to get immunity to disease. Immunization means giving a person a drop of liquid or an injection so that he will develop antibodies. The drop or injection is called a vaccine. A vaccine contains a very small, non-harmful dose of a disease. Once the vaccine is in the body, the body begins producing antibodies against that disease. The antibodies protect the person from the disease if he ever comes in contact with the disease-causing organisms. You will immunize all children in the community against these diseases: tuberculosis, diphtheria, whooping cough, tetanus, poliomyelitis, and measles.

Cold Chain

Vaccines must be kept cold in order to be effective. Warmth will kill the part of the vaccine that causes the antibodies to develop. A vaccine must be kept cold from the time it is made to the time it is given to a person. Keeping the vaccine cold from the factory to the patient is called a cold chain. A cold chain is a chain of people and equipment. A cold chain requires vehicles, cold boxes, cold packs, and people who understand the need to keep vaccines cold at all times. See the Community Health manual for more information about storing and protecting vaccines.

Immunizations Required for Children

All children must have certain immunizations to be protected against serious childhood diseases. You will need to find out whether children in your community have received these immuni-

zations. Learn when and how to give these immunizations and how to record them.

a. BCG vaccine

BCG vaccine protects against tuberculosis. You can give BCG vaccine to a child anytime from birth to age fourteen. A child needs only one BCG immunization.

b. DPT vaccine

Vaccines for diphtheria, whooping cough, and tetanus are combined and given to a child at the same time. The vaccine is called DPT. "D" is for diphtheria. "P" is for pertussis, or whooping cough. "T" is for tetanus. You should give a series of four DPT injections to all children under six. Give the first three DPT shots at least two months apart. For example, give the first at three months, the second at five months, and the third at seven months. Give the fourth shot approximately one year after the third shot.

After age five or six, a child is no longer at great risk of getting whooping cough. Whooping cough vaccine also tends to make older children and adults sick. Therefore, do not give DPT after age five or six. Give DT instead. DT immunizes a child against diphtheria and tetanus. Give a DT immunization when a child enters primary school.

c. Oral polio vaccine

The vaccine for poliomyelitis, or polio, is called oral polio vaccine. You give the vaccine by mouth. You should give the oral polio vaccine with the DPT vaccine at three, five, seven, and eighteen months. Give a booster with the DT booster at age five or six.

d. Measles vaccine

Immunize the infant against measles between age nine months and one year. Nine months is the best time.

Immunization Schedule

The table summarizes when you should give children the immunizations discussed.

IMMUNIZATION SCHEDULE

AGE	IMMUNIZATIONS
Newborn	BCG
3 months	DPT 1 Oral polio vaccine 1
5 months	DPT 2 Oral polio vaccine 2
7 months	DPT 3 Oral polio vaccine 3
9 months and after	Measles vaccine
18 months	DPT 4 Oral polio vaccine 4
When the child enters primary school(5-6 years)*	DT Oral polio vaccine

* Follow the national guidelines of your country regarding a second BCG vaccination for the child entering school.

Immunization Records

Whenever a child receives an immunization, you will record the date and the type of vaccine on the child's Under-Five Card. While you are talking with people in their homes, you should find out if they have any record of their children's immunizations. See the Community Health manual for more information on immunizations.

REVIEW QUESTIONS

Finding Out about the Health and Care of Infants and Children

1. Why do you use a growth chart?

2. At five months an infant weighs at least _____ times his weight at birth.

3. An upper arm measurement of less than _____ is not normal. The child should be weighed at the health center.

4. Explain why height is not as important as weight and arm measurements as an early warning sign of poor growth.

5. Describe two ways to estimate a child's age.

6. What are some of the normal physical skills of a six-month-old infant?

7. TRUE(T) or FALSE(F)
____ An increase in the size of cells causes most of a child's growth before birth and up to age two or three
____ Hearing loss caused by frequent ear infections can delay language development.

8. Which four basic nutrition messages can you use as a starting point in determining the reasons for inadequate food intake?

9. A young woman has just given birth. She has stopped breast-feeding her ten-month-old infant. The ten-month-old is showing signs of under-nutrition. What would you recommend?

10. List at least seven family problems that can affect a child's growth and development.

11. Explain how diarrhea affects a child's growth and development. Explain how to care for a child with diarrhea.

12. Circle the letter of your answer. The process by which you can protect a person against a disease is called:
 - a. Antibodies
 - b. Natural immunity
 - c. BCG
 - d. Immunization

13. Explain natural immunity to a disease.

14. Circle the letter of your answer. A drop of liquid or an injection that you give to a person so that he will develop antibodies is called:
 - a. Immunization
 - b. Cold chain
 - c. Vaccine
 - d. Immunity

15. Why must vaccines be kept cold?

16. At what ages should you give a child each of these vaccines?

DPT:

DT:

Oral polio vaccine:

Measles vaccine:

BCG:

REVIEW EXERCISES
**Finding Out about the Health and Care
of Infants and Children**

1. You are doing a community health survey. You visit the home of Mrs. Alm. Mrs. Alm has a three-year-old daughter and a two-month-old infant. The new baby is healthy. The three-year-old girl gets ill often. Mrs. Alm had been breast-feeding her until the new baby was born. She now feeds the three-year-old only goat's milk. The child's upper arm measures 12 cm around.
 - a. What is Mrs. Alm doing to make her children healthy?

 - b. What could Mrs. Alm do to make them healthier?

 - c. What would you say to Mrs. Alm about the feeding of her three-year-old?

2. In another household you find a three-year-old girl who is not talking yet. She started to walk at fifteen months. She eats a mixed diet. Her upper arm measures 14.5 cm. She is not ill. When she was small she had pus coming from her ears very often. Her ears still drain yellow pus whenever she gets a cold.
 - a. What is the normal language development for a three-year-old?

 - b. What is a likely cause of her lack of speech?

Unit 7

Conducting a Community Health Survey

STUDENT GUIDE

OBJECTIVES

1. Make a map of the immediate area around the community.
2. Make a detailed map of the community.
3. Conduct a survey of at least twenty-five households.
4. Use environmental health checklists to identify environmental health problems in the community.
5. Talk to community leaders, health workers, development workers, school workers, and other community members to find out their ideas about the community's health needs.
6. Prepare and present a report of your survey findings.

LEARNING ACTIVITIES

Your community experience will last approximately three weeks, including travel to and from your site. During that time you will:

1. Observe the environment of the community and talk to community members to find out about the health of the community.
2. Prepare a written report and present an oral report of your survey findings to the class, your instructors, and other interested people.

7.1 WHY A COMMUNITY HEALTH SURVEY?

The information and learning activities in Units 1 through 6 have prepared you for the next part of your training. During the next few weeks you will get to know a community and learn about what makes it healthy or unhealthy. You will conduct a community health survey. A community health survey is a series of steps for putting together a picture of a community's health. The steps include mapping the community, talking to people in their homes, talking to other community members, and observing the environment. Information from a community health survey will give you an idea of the most important areas to focus on for community health activities. A community health survey is an essential step in planning activities to meet community health needs.

7.2 MAPPING

You will make two maps as part of your community survey. One will show the immediate area around your community. The other will show the details of the community itself. Review the principles for drawing, using, and interpreting a map. See Unit 2 and the Community Health manual. Ask about any existing maps of the area or community that you may use as references. Follow these steps to make a map.

- a. Talk to community leaders and government officials who oversee the area. Explain what you plan to do and why. Ask for advice.
- b. Walk around the area and community to be mapped. Look at the general layout with respect to natural boundaries and features such as rivers, hills, valleys, and mountains. Look at the way roads and paths are arranged.
- c. Plot the four farthest points to be included on the map: top, bottom, left, and right.
- d. Draw the main roads or paths. In the area map, show how the roads or paths connect villages or communities. In the community

map, show which roads or paths enter the community. Indicate where they go. Add all additional information that is necessary to form a complete picture of the area or community. Use these symbols:

	MAIN ROAD		SPRING
	SECONDARY ROAD		HOUSE
	PATH		PRIVATE BUSINESS
	RIVER/STREAM		BUS STOP
	POINT WHERE WATER IS TAPPED		CHURCH
	WELL		SCHOOL
	FOOT BRIDGE		HEALTH CENTER
	BRIDGE		CITY HALL AND POLICE STATION

- e. Number the houses in the community.
- f. Review the completed map by walking over the area represented and making any necessary corrections.
- g. At the top of the map, record information such as the name of the area or community, the date of the drawing, and your name.
- h. Talk to people as you make your maps. Explain what you are doing. Let them help you if they want to. Explain that you would like to talk to them later. Write down the names and addresses of people who show an interest in community health activities.

7.3 TALKING TO PEOPLE IN THEIR HOMES

Select at least twenty-five households in the community to include in your survey. Be sure the households represent the variety of households in the community. Each household should include children under age five. The household members should be permanent residents of the community.

Interview a female member of the household who is over age fourteen. Explain what you are doing and why. Use the form in the Community Health manual as a guide for the interview. Obtain information about each of the topics on the form. Ask the questions suggested on the form, or make up questions of your own about each of the topics listed. Remember to avoid taking many notes during the interview. Rather, record the information from the interview as soon as you leave the person's home.

Use your skills in listening and observing during your household interviews. Observe the condition of the homes you visit. Notice how family members dispose of garbage, trash, and human and animal wastes. Notice how water and food are used and stored. Look for a garden. See if the air flow in the home is adequate. Notice if household members are bothered by flies and mosquitoes. Make notes of your observations for each household.

During your visit, household members may ask you about health conditions and problems. They may ask for information and advice about skin problems, respiratory problems, or other common conditions. Consult your supervisor before giving any advice. Explain to the person who asks for advice that you will talk to him again after you discuss the problem with your supervisor.

Remember to thank the household member after your talk. Explain that you or someone else will be returning to discuss the results of the survey.

7.4 OBSERVING THE ENVIRONMENT

Observe the community environment while you are mapping the area and community and visiting households. Spend an additional two days looking closely at the environmental health conditions in the community. Observe farming activities, waste disposal practices, water sources, and pest control efforts. Refer to the environmental health checklists in the Community Health manual. Use the checklists to determine the strengths and weaknesses in the community's environment. Record your ideas for correcting problem situations. Note any problem areas on your maps.

7.5 TALKING TO OTHER COMMUNITY MEMBERS

Talk to community members outside of their homes. Talk to community leaders, school workers, health workers, and other development workers. These people have an important perspective on the health of the community. See the *Community Health* manual for suggestions for talking to these community members.

7.6 PREPARING A WRITTEN REPORT

After you have completed the community health survey, take one day to compile your information in a written report. Present this report to your instructors and fellow students as well as to the leaders of your community. Follow the guidelines in the *Community Health* manual for writing a report of a community health survey.

Unit 8

Choosing Priorities and Planning for Community Action

STUDENT GUIDE

OBJECTIVES

1. Develop and discuss a list of possible community health activities to meet the needs identified in the community health surveys
2. List the resources needed to carry out these activities
3. Describe ways to help community members choose priority health activities and carry out these activities
4. Explain why sharing health messages is an important community health activity and describe ways to share health messages
5. Demonstrate one way to share a health message.

LEARNING ACTIVITIES

1. Listen to an instructor presentation on the process of planning and carrying out community health activities
2. Work in a group to discuss and list possible community health activities based on the needs identified in the community health surveys
3. Take part in a class discussion of the small group work. As a class, choose priority activities
4. Take part in a class discussion of the process of choosing priorities
5. Listen to a student presentation on ways to help community members choose priority health activities
6. Work in a group to outline the steps for carrying out a priority health activity.

7. Take part in a class discussion of the small group work. Discuss what you have learned about choosing priorities and planning for community action.
8. Listen to a student presentation on why sharing health messages is an important community health activity.
9. Listen to an instructor presentation on ways to share health messages.
10. Work in a group to develop and present a health message.
11. Take part in a class discussion of the presentations. Discuss what you have learned about sharing health messages.

8.1 CHOOSING PRIORITIES

Your completed community health survey gives you a picture of the community's health needs, resources, and willingness to work to meet their needs. The survey is the first step in planning activities to help a community stay healthy. The next step is to identify and plan activities that will meet the community's needs. For example, suppose you find that eighty percent of the children under age five in the community either are not immunized or are only partially immunized. This community needs an immunization campaign. Or, suppose many young children in the community are dying of diarrhea and dehydration. This community may need an education program to teach the dangers of bottle feeding and the need for early oral rehydration for children with vomiting and diarrhea.

To identify needed health activities, first consider all the possible activities that can meet each of the community's health needs. Then, list the resources that are needed for each activity. These may include your own time, knowledge, and skills and the time, knowledge, and skills of community members and other health and development workers. Additional resources might include the health center equipment and supplies and the equipment and supplies available from other development groups.

Next, select the best health activities to carry out in the community. The best activities are those that meet the community's health needs with the fewest resources. Selecting the best health activities is called choosing priorities. Choosing priorities means ranking things in order of importance. A priority is something that is considered more important than other things and that therefore gets attention before other things. For example, feeding a sick child should be a priority in a family in which others are healthy.

Choosing priorities among health activities is one of the most important parts of your community work. People in a community usually have different priorities. Each person has his own ideas about which health needs are most important and which activities will best meet those needs. You have your own ideas as well. Never act on your ideas without

listening to the community. People in a community become interested and involved in health activities only if they have helped to identify needs and choose priorities. You will likely get little support for health activities if you choose priorities on your own and do not listen to the community.

Consider organizing a community meeting for people to express their views on health needs and priorities. Follow these guidelines for organizing and participating in a community meeting to choose health activity priorities

Talk to Community Leaders and Health and Development Workers

Talk to community leaders and health and development workers about possible health activities. Ask for their opinions on priorities and available resources. Have the leaders organize a community meeting of potential resource people and interested community members. Arrange to present the findings of your community health survey at the meeting. Also prepare a list of health activities that can meet the needs you have identified.

Take Part in the Meeting

During the community meeting, make your presentation on the strengths and weaknesses that you have discovered in the community's health. Encourage discussion. Outline the range of activities that can meet the community's health needs. Explain why you see particular activities as priorities. Outline resource needs for each activity. Again, encourage discussion. Find out who agrees with you and who disagrees, and why. Try to get all views on the matter.

Help Choose Priorities

Help community members choose health activity priorities by asking the following questions

“What are our most important health needs?”

“Which activities will meet these needs?”

“Which of these activities can we carry out with available resources?”

“How much time and support are we as a community willing to commit to carry out these activities?”

Remember Your Role

Your role in choosing priorities is to give opinions and advice based on your training and experience. Your goal is to help all community members stay healthy. The interests of the entire community are your concern. Be sure that the chosen health activity priorities address the needs of all community members and not just those with power or influence. You know which community members are at the greatest risk of disease and death. Keep their needs in mind. Make the most of your ability to observe, listen, and express your views.

Get Commitments

Health activities will more likely be carried out if you have a clear commitment from the community. Before the meeting ends, be sure that community members not only have outlined health activity priorities but also have made commitments as to what they are willing to contribute to carry out these activities.

8.2 PREPARING FOR ACTION

The next step is to decide how to carry out the health activities that the community has chosen. This means deciding how, where, when, and by whom the activities will be carried out. Decide whether one or two people can carry out each activity or whether a particular activity requires community participation. Consider organizing a planning committee to outline and clarify responsibilities based on the expressed commitments and the available resources. Discuss and outline a time schedule and a list of objectives to be met. Determine how long each activity should take and exactly what should be accomplished during this time.

Preparing for action also means preparing a plan to assess the success of the activities. Assessing the success of the activities is called evaluation. You will learn more about evaluation in the Meeting the Preventive Health Needs of the Community module.

8.3 PLANNING COMMUNITY ACTION

Many activities can help a community stay healthy. Some, such as making home visits and talking to mothers about breast-feeding, you can do alone. Others, like conducting an immunization campaign, will likely require you to work with other health or development workers. Still others, such as training and supporting a community health worker, may require the help and support of the entire community.

One of the most important community health activities is sharing health messages with patients, their families, and other community members. Sharing health messages means talking to people about their health and offering ideas and information about how to stay healthy. Sharing health messages requires few resources. It is a community health activity that you can do alone or with a few other people. You also want community members to share health messages among themselves. This means that your health messages must be effective.

Sharing health messages involves two-way communication. Two-way communication means that both you and the person or persons with whom you are talking have something to give and something to take from the discussion. You do not do all the talking. You listen to find out what others already know. Then you discuss new information. You encourage others to ask questions and make comments.

Your goal is to have people understand the messages you share with them. Use local terms and the local dialect as much as possible. Avoid medical terms or language that may set up a barrier between you and others. Find out if others understand you by asking them questions about the information you have shared or by having them repeat the messages. Learn about these ways to share health messages.

Demonstrations

A demonstration is one person showing another person or group of people how to do something. For example, a person might demonstrate how to make mixed meals or how to prepare oral rehydration solution. A demonstration allows people to learn by doing. They are shown how to do something and then are given an opportunity to practice it themselves.

When you plan a demonstration, be sure you have each of the

items you need. Avoid taking time from a demonstration to search for an item you have forgotten. Allow people to ask questions and make comments during the demonstration. At the end, summarize the main ideas and steps. Again, ask for questions and comments.

Discussions with Patients

You have many opportunities to share health messages in your daily work. Make health messages a regular part of your talk with a patient. Find out what a patient knows about his condition. Explain what is happening inside his body. Explain how daily habits relate to health problems. Discuss specific home care procedures that might help a patient prevent or overcome his problem. Be sure to listen to the patient. Learn what he feels and believes about his condition.

Stories

Throughout history people have passed on information and ideas through stories. People enjoy listening to stories. Using stories to give a health message is a good way of keeping people's attention while you talk about health subjects. After you tell a story to share health messages, ask your audience what the story was about. Ask questions about the health messages to see if people understood.

Group Discussions

Sharing health messages in a group is different from sharing health messages with one person. People in a group learn not only from you, but also from the experiences and questions of others in the group. A group discussion should allow everyone in the group an opportunity to express his opinion. Respect each opinion. Do not discuss topics which group members are uncomfortable talking about. You become a group member in a group discussion. You can share health messages by relating your own experiences or the experiences of others. However, avoid taking over the discussion. Allow each group member to share his ideas and experiences equally.

Lectures or Presentations

A lecture or presentation is a talk given by one person before a group. One person talks and the others listen. This is called one-way communication. A lecture is one of the least favorable methods of sharing health messages.

However, a lecture need not be all one-way communication. You can combine a lecture or presentation with another method to stimulate two-way communication. For example, at a community meeting you may want to give a lecture or presentation on your community health survey. You may want to emphasize your belief that the community has important health needs. You do not want any discussion during your talk. However, you do want people to ask questions and share comments after your presentation. A group discussion works well with this type of lecture or presentation.

In preparing a lecture or presentation be sure to outline your main messages. Build your talk around these messages.

Community Meetings

You can use a community meeting to share health messages as well as to make decisions about community health needs. For example, organize a community meeting to share health messages during an outbreak of disease in the area, or to discuss community health activities.

Community meetings provide a good opportunity for discussion. Use community meetings to learn people's feelings and concerns about health and your health messages. Community meetings are also a good starting place for sharing information with the rest of the community. Those who hear health messages at a community meeting can share the messages with family and friends.

Visual Aids

Visual aids are pictures, photographs, drawings, or objects that can help people understand health information. Visual aids can make health messages more real and meaningful. For example, suppose you are talking to a group of mothers about nutritious weaning foods. Pictures or samples of such foods can help the mothers better understand your message.

But visual aids can also confuse people. People have difficulty understanding visual aids that show unfamiliar looking people or situations. Their minds wander away from your message. The most helpful visual aids show familiar looking people and locations. The best visual aids are made in the community where they are used.

School Lesson Plans

You can also incorporate health messages into school lesson plans. Give teachers and school administrators examples of lesson plans built around health messages. Show school teachers how to develop health message lesson plans of their own.

Use songs, drama, and music to incorporate health messages into school lesson plans. Children like to learn songs, watch short plays, and watch puppet shows. Build these activities around important health messages. Once school children have learned a health message, they can share these messages with their families.

It is always a good idea to follow-up with a person or a group of people with whom you have shared health messages. You can find out if they are practicing what they learned. Follow-up also helps to reinforce the importance of the message. If people see that you are concerned enough to visit them later, they see that the information you shared must be important.



Finally, one of the most effective ways of sharing health messages is being an example in the community. People will more readily believe what you say if you do what you tell them to do. They are then more likely to practice good health habits themselves.

REVIEW QUESTIONS

Choosing Priorities and Planning for Community Action

1. You have a picture of a community's health needs, resources, and willingness to work to meet their needs. What is the next step in planning activities to help a community stay healthy?

2. What is your role in helping a community choose priority health activities?

3. You are attending a community meeting. You have presented your report on the health needs of the community. You have also outlined your ideas about the most important health activities. The people at the meeting are finding it difficult to choose priorities. Everyone seems to have his own special interests. How can you help?

4. After the priorities are chosen, the next step is to decide how to carry out these activities. What else should be part of getting ready for action at this time?

5. What is two-way communication?

6. Match the methods of sharing health messages in column A with the

descriptions in column B. Write the letter of your answer in the space provided.

<u>A</u>	<u>B</u>
___ School lesson plan	a. People learn from the experiences and questions of others
___ Discussions with patients	b. Usually an example of one-way communication
___ Stories	c. May use songs, drama, or puppets
___ Visual aids	d. May be important during outbreaks of disease
___ Demonstrations	e. Enjoyable way to pass on health information
___ Group discussions	f. People learn by doing
___ Lectures or presentations	g. Use in your daily work
___ Community meetings	h. Pictures, photographs, and drawings

7. TRUE(T) or FALSE(F)

___ It is always a good idea to follow-up with a person or a group of people with whom you shared health messages in order to find out if they are practicing what they learned.

8. What is one of the most effective ways of sharing health messages? Why?

The MEDEX Primary Health Care Series

**MEETING
THE PREVENTIVE
HEALTH NEEDS OF
THE COMMUNITY**

Student Text

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University of Hawaii, Honolulu, Hawaii, U.S.A.

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TASK ANALYSIS TABLE

Planning, Carrying Out, and Evaluating Activities with the
Community to Meet their Preventive Health Needs

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>The MLHW will:</p> <ol style="list-style-type: none">1. Work with community members to plan community health activities to meet health needs	<p>The MLHW trainee will demonstrate his ability to:</p> <ol style="list-style-type: none">1.1 Help identify health needs in the community1.2 Help identify health activities to meet health needs in the community	<p>The MLHW trainee will demonstrate his knowledge of:</p> <ol style="list-style-type: none">1.1.1 How to approach a community1.1.2 How to meet and work with community leaders1.1.3 The role of the community in primary health care1.1.4 How to conduct a community health survey1.1.5 The importance of observing and of listening to the views of many people1.1.6 The importance of understanding the causes of health problems in a community1.2.1 How to plan a community meeting with the help of community leaders1.2.2 How to take part in a community meeting

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Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
	<p>1.3 Help select priority activities</p>	<p>1.2.3 The three levels of people in a community toward whom health activities can be directed: Individuals Households and families The community as a whole</p> <p>1.2.4 The importance of identifying resources needed for each activity</p> <p>1.2.5 The importance of identifying activities that meet more than one need at a time</p> <p>1.3.1 How to help community members choose activities that meet the community's most important health needs with the fewest resources</p> <p>1.3.2 How to help resolve conflict in a group</p> <p>1.3.3 The importance of keeping in mind the groups who are at greatest risk of disease and death as well as the general welfare of the community</p>

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Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
	<p>1.4 Help decide how to carry out priority activities</p>	<p>1.3.4 The importance of discussing the views of many and not just a few community members</p> <p>1.3.5 The value of combining health activities with other development efforts</p> <p>1.4.1 How to define the purpose of a health activity</p> <p>1.4.2 How to define the objectives of a health activity</p> <p>1.4.3 Questions that may help in planning and carrying out community health activities:</p> <ul style="list-style-type: none">How will you prepare, train, and supervise the people needed to carry out the activities?Who will obtain, protect, and issue the materials and supplies needed for the activities?How will you record activities and accomplishments?Which activities need to occur before others can take place?By when do you plan to reach

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<p align="center">Work Requirements</p> <p align="center"><i>DUTIES</i></p>	<p align="center">Training Requirements</p>	
	<p align="center"><i>SKILLS</i></p>	<p align="center"><i>KNOWLEDGE</i></p>
	<p>2.1 Help start an activity</p>	<p>the objectives? What risks or problems does the mid-level health worker face in carrying out these activities?</p> <p>How will the mid-level health worker know if the activities are successful?</p> <p>1.4.4 The importance of being flexible</p> <p>1.4.5 The importance of including evaluation in plans for community health activities</p> <p>2.1.1 The activities that need to occur before the health activity itself can take place: Gathering and transporting supplies and equipment Preparing people to work Educating community members</p> <p>2.1.2 The importance of supplies and equipment being affordable, available, and easy to use and maintain by the community</p>

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Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>3. Work with community members to evaluate community health activities</p>	<p>3.1 Help gather information for evaluation</p>	<p>How do other community members feel about the activity?</p> <p>What problems need to be overcome and what could be improved?</p> <p>What still needs to be done and will the current plan meet these needs?</p> <p>3.1.1 The importance of on-going evaluation</p> <p>3.1.2 How to gather information from records, reports, observations, and discussions</p> <p>3.1.3 The importance of involving community members in the gathering of information</p> <p>3.1.4 What to look for when gathering information:</p> <ul style="list-style-type: none">RelevanceProgressEfficiencyEffectivenessImpact

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>4. Consider selecting and training community health workers as a community health activity</p>	<p>3.2 Help analyze information gathered for evaluation</p> <p>3.3 Help identify needed improvements</p> <p>3.4 Help take corrective action</p> <p>4.1 Help community members decide if a community health worker can meet their health needs</p>	<p>3.2.1 How to decide whether an activity is: Relevant Progressing Using resources efficiently Having a positive effect on the health of community members Having any unplanned effects</p> <p>3.3.1 How to decide if plans need to be changed</p> <p>3.3.2 How to identify areas that need improvement</p> <p>3.4.1 How to change community health activities to better meet the needs of community members</p> <p>4.1.1 The role of community health workers in providing primary health care services</p> <p>4.1.2 The relationship among the mid-level health worker, the community health worker, and the community</p>

Work Requirements

DUTIES

Training Requirements

SKILLS

KNOWLEDGE

- 4.1.3 The things that a community health worker can do
- 4.1.4 How to select community health workers

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SCHEDULE
MEETING THE PREVENTIVE HEALTH NEEDS OF THE COMMUNITY

DAY 1	DAY 2	DAY 3	DAY 4
<p>Introduction to the Meeting the Preventive Health Needs of the Community module</p> <p>Planning community health activities</p>	<p>Putting together a plan of action</p>	<p>Putting together a plan of action</p>	<p>Carrying out community health activities</p>
<p>Putting together a plan of action</p>	<p>Putting together a plan of action</p>	<p>Carrying out community health activities</p>	<p>Carrying out community health activities</p>

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DAY 5	DAY 6		
Evaluating community health activities	Putting principles into practice		
Putting principles into practice	Posttest		

Community phase: ten days during weeks one through five
two days during weeks six and seven
twelve days during weeks eight through thirteen

Introduction

You have nearly completed the module phase of your training and are ready to begin preparing for the community phase. During the community phase you will put into practice the clinical, maternal and child health, community health, and health center management knowledge and skills that you learned during your study of the modules. You will work with community members to plan and carry out activities that will help keep a community healthy. In the Identifying the Preventive Health Needs of the Community module, you learned the first step in this process: getting to know the community. In the Meeting the Preventive Health Needs of the Community module, you will learn to work with the community to plan, carry out, and evaluate community health activities. You will also learn ways to involve the community in planning and carrying out community health activities.

What you learned in your study of the Working with the Health Team module, the Identifying the Preventive Health Needs of the Community module, and the clinical modules has helped prepare you for the study of how to meet the preventive health needs of a community. Before you start this module be sure you know:

- Your role as part of the community health team
- The health care system at the community level
- How to get to know a community and find out about its needs
- How to plan and carry out work
- Ways to share health messages

If you are not sure how well you know this information, review the appropriate modules before you go on.

LEARNING ACTIVITIES

Activities in this module will help you learn ways to work with community members to plan, carry out, and evaluate community health activities. These activities will take place in the classroom and in a community.

Your schedule shows you when the learning activities will occur. Student Guides in front of each unit tell you more about what you will be expected to do. The units will be taught in order, from Unit 1 to Unit 3. Your instructor will make special arrangements for Unit 4.

This training program can succeed only if you take an active part. Prepare for each session. Before each session:

Read the Student Text and answer the review questions that go with it

Complete any review exercises for the unit you are studying

Write down questions to ask your instructor about any part of the lesson you do not understand

In class, the instructor will discuss the review questions and answer any other questions you have. In the community, the instructor will provide you with the support and assistance you need.

EVALUATION

This training program will help you build your knowledge and skills. Regular evaluations will allow your instructor to watch your progress. If your progress does not meet the standard, you will be given more time to learn the subject. During this module, your instructor will use performance records to measure your progress. Look at these performance records to prepare for your evaluations.

EVALUATION Level I

After six days of classroom activities, you must be able to pass a written test of knowledge about meeting the preventive health needs of a community with a score of 80% or higher.

During this time you must also develop a plan that outlines how you are going to approach the community to which you have been assigned. This plan will include how you are going to approach the community and its leaders and how you are going to find out about the community's needs, resources, and willingness to take part in community health activities.

EVALUATION Level II

After ten days of community health work during the first five weeks of the community phase, you must get at least satisfactory ratings on your ability to:

Meet with community leaders to discuss the community's current health status and possible community health activities

Plan and take part in a community meeting to discuss the community's health needs and possible community health activities to meet these needs

Help community members choose priorities among community health activities based on their needs, resources, and willingness to do something about their needs

Work with community members to plan one priority health activity

Develop plans to carry out two health message activities based on the community's needs

Develop a plan to carry out one community health activity on your own or with the help of one or two others

Prepare a written report of all the activities that you carry out

EVALUATION Level III

After twelve days of community health work during the last six weeks of the community phase, you must get at least Satisfactory ratings on your ability to:

Begin carrying out one priority health activity with the community

Carry out and evaluate at least two health message activities in the community

Carry out and evaluate at least one community health activity on your own or with the help of one or two others

Prepare a written report of the activities that you carry out

Write a summary of the things you learned about planning and carrying out community health activities

Unit 1

Planning Community Health Activities

STUDENT GUIDE

OBJECTIVES

1. Explain the role of the community in primary health care.
2. Describe the steps in planning community health activities to help a community stay healthy.
3. Explain how to help community members resolve conflicts in choosing priority health activities.
4. Conduct a brief community health survey to identify the health needs of a community near the training site.
5. Plan a health message activity based on an identified need in the community.

LEARNING ACTIVITIES

1. Listen to an instructor presentation on the task analysis table.
2. Listen to and discuss a student presentation on the role of the community in primary health care.
3. Listen to and discuss a student presentation on the steps in planning community health activities.
4. Take part in a discussion on conflict in groups.
5. Observe and discuss a role-play about resolving conflict in a group.
6. Work in a group to outline the purpose and objectives of two community health activities.
7. Present and discuss your group work.
8. Work with other students to conduct part of a community health survey.

9. Share in class the results of your group's part of the survey.
10. Identify health message activities that could help meet the needs identified in the survey.
11. In your group, develop a plan to carry out one of these health message activities.
12. Share this plan with the class.

1.1 THE COMMUNITY'S ROLE IN PRIMARY HEALTH CARE

Community members working together and supporting each other in the best possible way help a community stay healthy. A healthy community can do what it wants to do. A healthy community can take care of itself. A community learns to take care of itself by solving its own problems. Some communities solve their problems well. Other communities are not so successful.

As you work with communities to help them stay healthy, you will also be helping them become better at solving their own health problems. Sometimes you will feel impatient and frustrated because the community does not seem to be making any progress. Remember that you cannot deliver health to a person or a community. Health must develop within them. Progress toward meeting health needs takes time. You must be patient.

Helping a community plan, carry out, and evaluate community health activities will help community members learn to solve their own prob-

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lems. You and the community must work on this process together. A community's level of participation will vary depending on its problem solving experience, its leadership, its resources, and its willingness to work toward meeting its health needs. But whatever its level of participation, the community must be involved in each step of the process. This module takes a closer look at this involvement.

1.2 PLANNING COMMUNITY HEALTH ACTIVITIES

The Identifying the Preventive Health Needs of the Community and the Working with the Health Team modules discussed the basic steps in the planning process: identifying health needs, identifying health activities to meet health needs, choosing priority activities, and deciding how to carry out priority activities. You must follow these steps to plan community health activities.

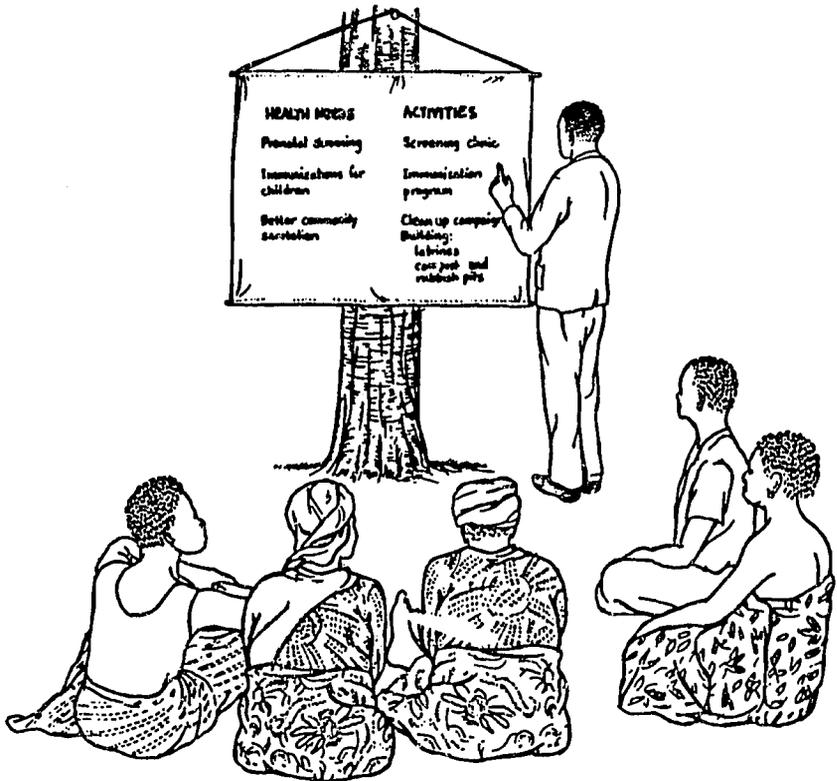
Identifying Health Needs

The first step in planning is to identify health needs. You have conducted a community health survey to identify health needs in a community. You know that a community's health needs are closely related to its health problems. You understand the importance of examining these relationships to get a clear picture of a community's health status.

This first step is an important one. Without a clear picture of the causes of a community's health problems, you cannot determine its health needs. Without an understanding of health needs, you cannot plan health activities. When you identify health needs in a community you must look carefully at causes of problems related to individuals, to the environment, to other living things, and to culture. You must also listen carefully to what community members say about problems and needs in their community. These ideas will determine the community's priorities.

Identifying Health Activities to Meet Health Needs

The next step in planning is to identify activities that will help the community meet its needs. You must consider all the possible



activities that could meet a particular health need. You should also consider activities that can meet more than one health need. Finally, you need to consider the resources required for each activity.

One way to involve the community in planning at this point is to organize a community meeting. Most communities have a traditional way of getting together to discuss community concerns. Take advantage of this kind of meeting to discuss health needs and activities. Encourage community leaders and all interested community members to take part in the meeting.

In your discussions of possible health activities, be sure to consider the people toward whom the activities will be directed. Community health activities can be directed toward three levels of people in a community:

- Individuals
- Households and families
- The community as a whole

For example, suppose you and the community have identified the need for improved sanitation to reduce the number of cases of

diarrhea in the community. Presentations of health messages at the health center would be an activity directed toward the individual to meet this need. The activity could include sharing health messages about the importance of good health habits and the relationship of human wastes to the spreading of disease. Presentations of health messages combined with the building of latrines would be an activity directed toward households and families to meet the need. And a project to protect the community's water sources would be an activity directed toward the community as a whole.

Each of these activities requires different resources and different levels of participation from the community. You or some of the other members of the health team could carry out the activity directed toward individuals. The activity directed toward households and families requires your own knowledge, skills, and time as well as the help of a rural sanitarian or health inspector and specific materials and supplies. The activity directed toward the community as a whole requires help from rural sanitarians, health inspectors, and perhaps the public health nurse. Specific materials and supplies, community education, and, of course, the cooperation of the community leaders and other community members are also needed.

Choosing Priority Activities

Priority activities are those that meet the community's most important health needs with the fewest resources. The process of choosing priorities may be difficult. Different community members may have different ideas about which activities are the most important. Choosing priorities is easiest in communities that have long-term development plans or at least generally accepted ideas about the desired future for the community.

In choosing priorities, be sure to consider which activity will help the groups in the community who are at greatest risk of disease and death. These groups include mothers, children, and pregnant women. You and the community members must also think about which activities will help the community as a whole. Be sure that decisions about priority activities reflect the views of many people and not just a few.

The Identifying the Preventive Health Needs of the Community module discussed four questions that can help people choose

priorities among health activities. These questions are:

- “What are our most important health needs?”
- “Which activities can meet these needs?”
- “Which of these activities can we carry out easily with available resources?”
- “What are we as a community willing to commit in terms of time, ideas, and support for these activities?”

When choosing priority activities, also consider combining health activities with other development efforts, such as economic, educational, and agricultural projects. This reinforces the idea that health is a necessary part of all development activities. It also makes the best use of limited resources.

Deciding How to Carry Out Priority Activities

Next, you and the community must begin planning how to carry out the activities that you have selected. Your plans should state exactly how, where, when, by whom, and for whom each activity will be carried out.

First, define the purpose of each activity. The purpose is a general statement of why the activity should take place. For example, suppose you and the community have decided that an immunization campaign for children under age five is a priority activity. The purpose of this activity would be to prevent disease and death in children under age five from diseases such as measles, diphtheria, whooping cough, tuberculosis, polio, and tetanus. A statement of the general purpose will help you focus on the desired outcome of the activity.

Next, decide exactly what each activity should accomplish. That is, state the objectives of each activity. Define how much of a problem is to be reduced or prevented, or how many people will be affected. Also specify a time period for carrying out each objective. The following are examples of specific objectives:

Within four weeks, 90% of the children in the community will be immunized against measles

Within two months, 50% of the mothers in the community will have received education about immunizations

Within twelve months, the number of children under age five who get measles will be reduced by 80%

Your objectives are the focus of the rest of your planning. Based on the resources you listed for each priority activity, decide next how you will reach the objectives you have outlined. Use these questions as a guide:

- “How will you prepare, train, and supervise the people needed to carry out the activities?”
- “Who will obtain, protect, and issue the materials and supplies needed for the activities?”
- “How will you record activities and accomplishments?”
- “Which activities need to occur before other activities can take place?”
- “By when do you plan to reach the objectives?”
- “What risks or problems do you face in carrying out these activities?”
- “How will you know if the activities are successful?”

As you can see, planning is simply a way to look ahead and decide what needs to be done and the best way to do it. However, even the best plans may not accomplish what you set out to accomplish. You never know the future. You can only make plans for how you would like it to be. Planning provides an organized approach to solving problems, but it does not ensure that all problems will be solved. For this reason, you, the community members, and your plans must be flexible. Be willing to change your plans if you are not able to accomplish what you set out to accomplish. Be willing to try new ways to get from where you are to where you want to go. Also, be patient. Major changes, especially those that involve people, take time. Adjust the schedule for accomplishing your objectives before you abandon your plans.

REVIEW QUESTIONS

Planning Community Health Activities

1. Explain how a community learns to take care of itself.
2. Why is it important to understand the causes of a community's health problems?
3. As you discuss possible community health activities, it is helpful to think in terms of three levels of people in a community. Name these three levels.
4. Explain the advantages of combining health activities with other development activities.
5. You and the community have decided that a screening clinic for pregnant women is a priority health activity. Describe at least one possible purpose of this activity.
6. What is the difference between the purpose of a community health activity and its objectives?
7. Why is it important for you, the community, and your plans to be flexible?

REVIEW EXERCISE
Planning Community Health Activities

For each of the following community health activities write a possible purpose of the activity and at least three possible objectives.

ACTIVITY A: Establishing a screening clinic for children

Purpose:

Objectives:

ACTIVITY B: Training community health workers

Purpose:

Objectives:

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Unit 2

Carrying Out Community Health Activities

STUDENT GUIDE

OBJECTIVES

1. Describe the process of carrying out a community health activity.
2. Explain the role of the mid-level health worker in carrying out community health activities.
3. Describe how to monitor a community health activity.
4. Carry out a health message activity.

LEARNING ACTIVITIES

1. Listen to and discuss an instructor presentation on the process of carrying out a community health activity.
2. Take part in a discussion of the role of the mid-level health worker in carrying out community health activities.
3. Meet with your working group and discuss with another group how you plan to carry out your health message activity.
4. Make any final preparations for carrying out your health message activity.
5. Carry out your health message activity in the community. Prepare a written report of the process.

2.1 CARRYING OUT A COMMUNITY HEALTH ACTIVITY

The result of your planning with the community should be a detailed, written plan of action. This plan should describe what is to be done, and where, when, why, by whom, and for whom each community health activity will be carried out and evaluated. For example, suppose the community members in a village near your health center decide that a priority activity is preventing deaths from tetanus of the newborn. The community wants your advice.

What can you do to prevent deaths from tetanus of the newborn?

Why would you do this?

How would you do this?

Where could you do this?

Who would do this?

When would they do this?

How would you know if you were successful or not?

If you have answered these questions carefully, you have outlined a plan of action. Share your answers with another student to see if your plans are similar.

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Once you have a written plan, you must then carry it out. Carrying out an activity has three parts: starting the activity, keeping the activity going, and watching the progress of the activity.

2.2 STARTING THE ACTIVITY

Starting an activity involves the small actions that you must complete before you can carry out the actual health activity. These include:

Gathering and Transporting Supplies and Equipment

Most activities that you and the community plan will require specific materials, supplies, and equipment. The community must either produce these or order and purchase them from outside the community. In either case, the supplies and equipment should be appropriate to the local community. That is, they should be affordable, available, and easy to use and maintain. Whenever possible, they should be made by community members from local materials.

You must then arrange for the supplies and equipment to be taken to where they are needed. You must also give someone the responsibility for ensuring the proper use, protection, maintenance, and replacement of the supplies and equipment, if necessary.

Preparing People to Work

Everyone who works on the activity must know exactly what his role is and how, when, and where he is to do his part. You may need to train some people. Others may simply need basic instructions. You also need to arrange for supervision at this time.

Educating Community Members

Some preliminary education can help inform community members about activities that are going to be carried out and prepare them to take part. Preliminary education can go a long way in ensuring community participation in health activities. For example, suppose you and the community are planning an immunization campaign. Parents of children who need immunizations must be notified. They also need to be told about the importance of im-

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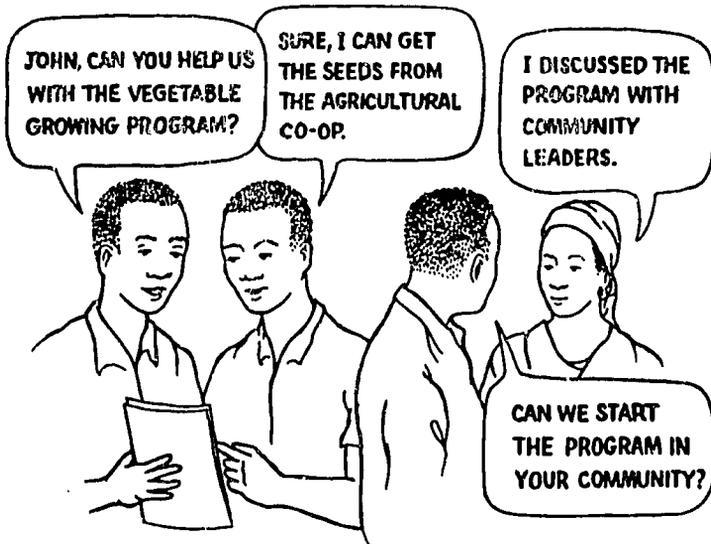
munizations. They need to know where and when the service will be offered.

Remember to be flexible as you start a community health activity. You may run into situations or problems that call for a revision of your plans. For example, you may not be able to get all the vaccines that you need for an immunization campaign. Or, the refrigerator that you had planned to use to protect the vaccines might break down. Then, you may have to change your plan of action. You and your plans must be flexible enough to adjust to circumstances like these.

2.3 KEEPING THE ACTIVITY GOING

Once you have started an activity, you must keep it going. This means paying attention to what takes place each day. For example, you must make sure that the people working on the activity have all the supplies and equipment they need. You must also make sure that each person is doing what he is supposed to do.

Keeping the activity going depends on open communication among the participants. Open communication helps to ensure the availability and proper distribution of resources. Open communication keeps each person aware of resources, progress, and problems. You should get information about these areas on a daily basis, especially when the activity involves the cooperation of other development groups.



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Also make sure that everyone involved in the activity receives adequate support. Praise accomplishments and point out ways to overcome obstacles. Keep people excited about their work by telling them what a good job they are doing. Keep people aware of the objectives of the activity and of how far they have come in reaching these objectives.

2.4 WATCHING THE ACTIVITY CLOSELY

Watching the way resources are used and the way activities are carried out is called monitoring. Monitoring is the daily follow-up of activities. You monitor activities to see what has been done, what still needs to be done, and whether everything is going according to the plan. Monitoring helps you keep track of supplies, equipment, personnel, and money. It alerts you to any daily successes or failures. Monitoring helps to identify problems quickly so that you can deal with them effectively.

You can monitor health activities in different ways. You can observe and make notes of your observations. You can ask the people who are working on the activity to fill out a short questionnaire each day. You can have supervisors report to you about what they have observed. You can also meet daily with those working on the activity to discuss their progress. The important thing is that you watch the activity closely to see that you are doing what you set out to do.

To help you monitor the progress of community health activities, ask these questions:

“Does the activity fit its objectives?”

“What was accomplished today? Which objectives were reached?”

“Are the materials, supplies, equipment, and facilities adequate for the activity?”

“How do the people working on the activity feel about it? What are their needs?”

“How do other community members feel about the activity?”

“What problems need to be overcome? What could be improved?”

“What still needs to be done? Will the current plan meet these needs?”

2.5 THE ROLE OF THE MID-LEVEL HEALTH WORKER

Your main role in planning and carrying out community health activities is to help the community learn to take care of itself. To help community members take responsibility for planning and carrying out health activities, your role will change from time to time. Sometimes you will need to motivate people or initiate tasks. At other times you will need to provide information or perhaps supervise activities. You might also give advice.

Fulfill the role that will best help the community members learn to plan and carry out community health activities. However, avoid being the sole organizer and doer of community health activities. If you are, the community will learn only to depend on your skills. You need to work with community members so that they learn these skills also. Only then will the community learn to solve its own problems, take care of itself, and stay healthy.

REVIEW QUESTIONS

Carrying Out Community Health Activities

1. Carrying out community health activities has three parts. Name these parts

2. Give at least one example of something you might do to start a community health activity.

3. TRUE (T) or FALSE (F)
_____ It is important to stay with your original plans and not change them in any way.

4. Describe at least four things you should do to keep a community health activity going.

5. Circle the letter of your answer. Watching the way resources are used and the way activities are carried out is called:
 - a. Staring
 - b. Monitoring
 - c. Motivating
 - d. Supporting

6. Describe at least three ways to monitor a community health activity.

7. Asking certain questions can help you monitor the progress of community health activities. List at least five of these questions.

8. Name at least three roles of a mid-level health worker in helping community members take responsibility for planning and carrying out health activities.

9. Why is it important to avoid being the sole organizer and doer of community health activities?

Unit 3

Evaluating Community Health Activities

STUDENT GUIDE

OBJECTIVES

1. Describe how evaluation fits into the process of planning and carrying out community health activities
2. Describe what you are looking for when you evaluate community health activities
3. Explain the process of evaluating community health activities
4. Evaluate a health message activity.

LEARNING ACTIVITIES

1. Listen to and discuss a student presentation on the process of evaluation.
2. In your group, discuss evaluating your health message activity.
3. With your group, present the results of your health message activity.
4. Take part in a discussion of the group presentations
5. Take part in a discussion of the review questions for Unit 3.

3.1 LEARNING FROM EXPERIENCE

Evaluating an activity means assessing how the activity is meeting its objectives. Evaluation is an on-going process. That is, you are always evaluating in one way or another. You plan to do something, you do it, and then, based on your experience, you decide whether to do it again the same way or to do it again at all. Evaluation is a way of learning from experience and using what you learn to improve future activities. Evaluation is an essential part of planning.

On-going evaluation helps to improve community health activities. When you plan an activity you outline its objectives in terms of how, where, when, by whom, and for whom they are to be carried out. Day-to-day evaluation of an activity reveals the extent to which you are reaching your objectives. Evaluation is most useful when community members themselves take part. Then the findings reflect their feelings and values. An understanding of these feelings and values will help you and the community determine how to improve the community's health activities.

Use these five questions as a guide when you evaluate community health activities. They will help you determine the relevance, progress, efficiency, effectiveness, and impact of each activity that you carry out.

“Is the Activity Relevant?”

An activity is relevant if it meets the needs for which it was planned. If an activity is not meeting these needs, you might be able to change the plan to make the activity more relevant. Or, another activity might work better.

“Is the Activity Making Progress?”

An activity is making progress if it is moving forward to fulfill its objectives. Looking at the progress of an activity tells you what has been accomplished and whether the activity is on schedule. It also tells you where an activity has fallen short of its purpose and objectives.

“Is the Activity Efficient?”

An activity is efficient if it is meeting health needs without wasting resources. These resources include people, supplies, money, and

time. If many resources are yielding few results, you might want to change the plan to use resources more efficiently. This is especially important when the activity uses the resources of other development groups.

“Is the Activity Effective?”

An activity is effective if it is reaching its objectives. For example, suppose you and the community want an activity to reduce the number of children with diarrhea. Looking at the effectiveness of this activity means looking at the degree to which the number of children with diarrhea has actually been reduced within a certain time. In other words, effectiveness relates to the desired effect of the activity.

“What Is the Impact of the Activity?”

Impact means the overall effect of the activity. Impact relates not only to the purpose and desired objectives of a health activity, but also to results that you did not plan for, such as improving social and economic development in the community.

Each of these parts of evaluation relates closely to the others. Looking at one will lead you to look at the others. Ask these questions as often as possible while carrying out an activity. Your answers will help you and the community improve the health activities that you carry out. This type of improvement is the purpose of evaluation.

3.2 EVALUATING COMMUNITY HEALTH ACTIVITIES

The Working with the Health Team module discusses the four steps used to evaluate work. You can also use these four steps to evaluate community health activities.

Gather Information:

You gather information by asking the five questions discussed earlier about the relevance, progress, efficiency, effectiveness, and impact of a health activity. You can gather information about these five areas from records, reports, and your own observations. You can also gather information by talking to people about how they feel about the activity.

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Be sure to involve community members in gathering information. Sometimes a community member will give important information to another community member that he might not give to you. Also remember that evaluation is an on-going process. It is not something you do only at the end of an activity. You and the community should always be gathering information while the activity is in progress.

Analyze Information

Analyzing information means comparing what is happening during the activity with what you want to happen. Look at the activity with respect to its objectives and decide if it is:

- Still relevant
- Progressing well
- Using resources efficiently
- Having a positive effect on the health of community members
- Having any unplanned effects on the community

Identify Needed Improvements

After you analyze this information, you have to decide if your plan needs to be changed or improved. The objectives may no longer be worthy of accomplishing. They may need to be improved to reflect new ideas that have resulted from your analysis. For example, suppose one of your objectives was to give all pregnant women health messages about prenatal care at the health center during the month of July. However, after you analyze the information that you and the community gathered, you find that all pregnant women are not coming to the health center. Instead, some are meeting in groups and sharing prenatal health messages with each other. Obviously your objective is no longer appropriate. You might improve your objective by looking at ways to support the sharing of health messages in the community.

Once you have identified any needed improvements, you can make new plans or change the old ones. The next step is to carry out these improvements.

Take Corrective Action

You must take action to improve an activity if it is not meeting its objectives. Taking corrective action usually means changing a

community health activity in some way so that it better meets the needs of community members. You might need to change the time schedule for an activity or the materials, equipment, or personnel. Or, you might have to change the direction of the activity altogether.

The effectiveness of community health activities depends on regular evaluations. Community members will accept minor changes and small improvements on a continual basis more easily than abrupt, major changes in direction of the activity. Regular evaluation can also help you plan future community health activities. In fact, you should build future activities on the results of previous activities. In this way, helping the community stay healthy becomes a process of planning, doing, and learning from experience.

REVIEW QUESTIONS

Evaluating Community Health Activities

1. Evaluation is an on-going process. Explain this statement.

2. List the five questions that you should use as a guide when you evaluate community health activities.

3. Briefly describe why you should look at the progress of a community health activity.

4. When is a community health activity effective?

5. Evaluation is most useful when community members take part. Why is this?

6. What are you looking for when you analyze information about community health activities?

7. Describe what it means to take corrective action with respect to community health activities.

8. Explain one advantage of evaluating community health activities on a continual basis.

9. TRUE(T) or FALSE(F)

_____ You should build future community health activities on the results of previous activities.

Unit 4

Putting Principles into Practice

STUDENT GUIDE

OBJECTIVES

1. Explain why and how you should get to know a community again before you carry out health activities during the community phase.
2. Describe some of the community health activities that you might carry out during the community phase.
3. Describe the role of community health workers in providing primary health care services.
4. Outline how you are going to approach the community to which you are assigned.
5. Plan, carry out, and evaluate community health activities.

LEARNING ACTIVITIES

1. Listen to and discuss an instructor review of the purpose and organization of the community phase.
2. Listen to and discuss a student review of the steps in planning community health activities.
3. Take part in a discussion of the list of community health activities presented in Unit 4.
4. Listen to and discuss an instructor presentation on the role of the community health worker in providing primary health care services.
5. Take part in a discussion on training a community health worker as a community health activity.

6. Discuss with another student your plans for what you will do when you arrive at your assigned community and for how you will approach this community.
7. Plan how you are going to approach your community.
8. Meet with the instructor to discuss your plan for approaching your community and your concerns and questions about health activities during the community phase.
9. Spend two days per week during the first five weeks of the community phase identifying health needs and possible community activities to meet those needs. Also help the community plan at least one priority activity.
10. During weeks six and seven of the community phase, spend two days discussing your community health work up to that point. Plan your activities for the last six weeks of the community phase.
11. Spend two days per week during the last six weeks of the community phase carrying out and evaluating the community health activities that you planned. Keep a written record of the process. Include what you learned about planning and carrying out community health activities.

You will soon have the opportunity to put into practice the principles, guidelines, knowledge, and skills that you have learned during the past year. During the community phase of your training, you will be providing clinical and maternal and child health services, managing health center operations, and carrying out community health activities. This will be a busy time for you. You need to prepare yourself by doing some planning. This unit will give you an idea of what will be expected of you in the community. Read this unit carefully and write down your questions and concerns.

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4.1 GETTING TO KNOW THE COMMUNITY

You meet the preventive health needs of a community by working with community members to plan and carry out community health activities. But before you can carry out activities you must get to know the community. You need to identify the needs and resources of the community and determine the willingness of community members to work to meet their needs. The community in which you work during the community phase may or may not be the same community in which you or another student in your class conducted a community health survey. Therefore, information may or may not be available about the community to which you have been assigned.

If information from a survey is available, review the information as the first step in your planning efforts. Compare the information that was gathered before with what you can observe about the community's present health status. Things may have changed in the community with the passage of time. People's attitudes about health activities may have changed. Even the health needs of the community may have changed.

If information from a survey is not available, you will need to conduct a community health survey. Since your time is limited during the community phase, you are not expected to conduct the same kind of survey that you did in the Identifying the Preventive Health Needs of the Community module. Instead, do only the following:

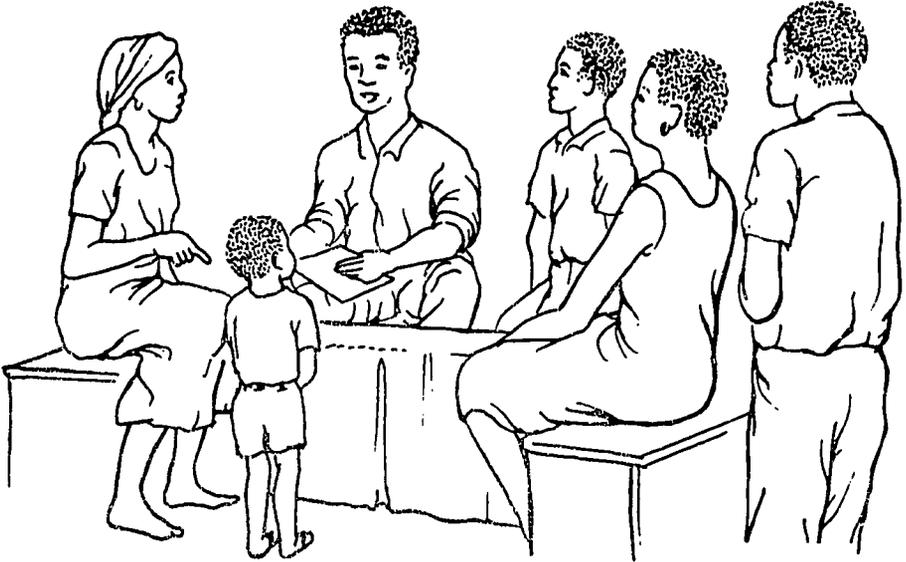
- Talk to community leaders about the community's health needs and suggest possible community health activities to meet these needs

- Plan and take part in a community meeting to discuss with community members their feelings about the community's health needs and possible activities

- Talk to health, development, and school workers

Carrying out these three steps should give you a good picture of the community's present health status

Once you and the community members have an understanding of the community's health needs and possible health activities, you can begin to plan and carry out the priority activities



4.2 CHOOSING COMMUNITY HEALTH ACTIVITIES

You will plan and carry out two types of community health activities: those you can do alone or with the help of one or two other people and those that require the support and skills of others.

Activities That You Can Do Alone or with the Help of One or Two Others

Based on your present knowledge and skills, you should be able to plan and carry out these activities alone or with the help of one or two others:

- a. Screening pregnant women for high risk factors
- b. Screening children for symptoms and signs of skin diseases, worms, respiratory diseases, and diarrhea and dehydration
- c. Screening children for nutritional problems and monitoring growth and development
- d. Monitoring children for immunization status
- e. Immunizing children
- f. Sharing health messages about waste disposal, pest control,

clean water, nutrition, gardening, pregnancy, childbirth, child care, child development, breast-feeding, oral rehydration, and child spacing

g. Training and supporting community health workers

Activities That Require the Support and Skills of Other People

You should be able to plan and carry out these activities with the help and support of community members and other specially skilled health and development workers:

- a. Digging and protecting wells
- b. Protecting springs
- c. Building and taking care of latrines
- d. Making fertilizer from animal wastes and refuse
- e. Controlling mosquitoes, flies, and rodents
- f. Planting small home and community gardens
- g. Controlling outbreaks of disease
- h. Conducting school health activities

See the Community Health manual for guidelines and suggestions for carrying out both types of activities.

4.3 THE ROLE OF COMMUNITY HEALTH WORKERS IN PROVIDING PRIMARY HEALTH CARE SERVICES

During your work in the community you will be responsible for training and supporting community health workers. A community health worker is a member of a community who is selected to provide basic health services and to promote good health, prevent common health problems, and care for some common health problems. A community health worker is your link with the health of a community. He knows the community well. He can identify important health needs and gather support for activities to meet these needs. He can also help keep community health activities going. For these reasons, training and supporting a community health worker is an important step toward helping a community stay healthy.

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Your Relationship with Community Health Workers

To help a community stay healthy, you and the community health worker must work together to provide primary health care services. You provide the community health worker with training, supplies, guidance, support, and continuing education. He is a personal link between you and the community. He helps you understand the needs of the people in the community and the most appropriate ways to meet these needs. You teach each other and also learn from each other.

Besides being your link to the community, a community health worker can learn to promote good health, prevent common health problems, and care for people with some common health problem. Some of the things that you can train community health workers to do include:

- a. Encouraging clean collection, storage, and use of water
- b. Demonstrating how to prepare and use oral rehydration solution for children with diarrhea
- c. Encouraging adequate nutrition for children and pregnant women
- d. Encouraging breast-feeding
- e. Caring for persons with minor injuries
- f. Identifying, caring for, and preventing scabies
- g. Sharing ideas about how tuberculosis spreads from person to person.

These are only a few of the things that community health workers can do. A community health worker's actual job will depend on the needs of the community. But you can see from these examples how a community health worker can be an important resource to you and to the community. Because he is both a health worker and a member of the community he has a unique role to play in primary health care. As a health worker, he can bring health services and new knowledge into the community. As a member of the community, he can make health services and knowledge acceptable to community members.

Selecting Community Health Workers

Members of the community and the community leaders usually select a community health worker. You may be asked to help the

community select a community health worker. Be sure, however, that the community itself selects the community health worker. Then the community will support and respect their community health worker. With the support of the community, the community health worker will more likely continue to live and work in his community.

Talking to the Community about a Community Health Worker

Talking to the community about selecting a community health worker is much like talking to the community about any other community health activity. You first meet with community leaders and explain how a community health worker can help meet the needs of the community. You discuss your role in training and supporting the community health worker as well as the community's role in identifying, selecting, training, and supporting a community health worker. You then arrange to make this presentation to community members during a community meeting.

You will learn more about this process in the Training and Supporting Community Health Workers module. However, you will be expected to discuss training and supporting a community health worker as a possible community health activity during the first five weeks of the community phase.

4.4 THE COMMUNITY PHASE

Following a month of preparation activities, the remainder of the community phase of your training is divided into three parts. The first part lasts five weeks, the second part two weeks, and the third part six weeks. During each of these three parts you will be expected to accomplish certain tasks in the community related to community health activities.

Weeks One through Five

During the first five weeks of the community phase you will have approximately ten days to:

- a. Meet with community leaders to discuss the community's current health status. If a community health survey has been carried out in your assigned community, compare the results

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- with what you learn and observe about the community's present health status. If a survey has not been carried out, conduct a brief survey. Talk to community members, health workers, development workers, school workers, and community leaders about the community's current health status.
- b. Discuss possible health activities with the community leaders based on the community's needs and resources
 - c. Plan and take part in a community meeting to discuss the community's health needs. Again, compare the results of the community health survey with the community's current health status. Or, share with community members the results of your brief survey
 - d. Discuss possible health activities with the community members based on their needs, resources, and willingness to work to meet their needs
 - e. Help community members choose priorities among possible community health activities
 - f. With the community, develop a plan to carry out one priority community health activity
 - g. Develop plans to carry out two health message activities based on the community's needs. Use two different methods of sharing health messages. These activities may be a part of your plan for a priority activity
 - h. Develop a plan to carry out one community health activity on your own or with the help of one or two others. The activity may be a part of your plan for a priority activity
 - i. Prepare a written report of all the activities that you carry out. Highlight problems, successes, and any additional needs. Consider keeping a daily journal of your work in the community. Then you will remember each day's activities, accomplishments, and frustrations

Weeks Six and Seven

During this two-week period you will return to your training site to study the Training and Supporting Community Health Workers module. You will also be expected to:

- a. Share the results of your work in the community up to this point with other students

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- b. Discuss with other students any problems, successes, and needs related to your community work. One of the purposes of this time together is to share with others the realities of being a mid-level health worker. The support and encouragement you can give to each other can help you better deal with these realities
- c. Meet with an instructor or supervisor at least once to discuss your concerns, your community work to this point, and your plans for the next six weeks
- d. Outline a plan for the last six weeks of the community phase. Include ideas that other students have shared with you. Be sure your plan is realistic

Weeks Eight through Thirteen

You will have approximately twelve days during the last six weeks of the community phase to:

- a. Begin carrying out one priority health activity with the community
- b. Carry out and evaluate two health message activities in the community
- c. Carry out and evaluate one community health activity on your own or with the help of one or two others
- d. Prepare a written report of the activities that you carry out. Include problems and accomplishments
- e. Write a brief summary of the things you learned about planning and carrying out community health activities

REVIEW QUESTIONS

Putting Principles into Practice

1. Explain why you should conduct a brief community health survey before you plan and carry out any health activities during the community phase.

2. List at least five community health activities that you could do on your own or with one or two others.

3. List at least six community health activities that require the knowledge and skills of other people.

4. What is a community health worker?

5. List at least four things that a community health worker can be trained to do.

6. TRUE(T) or FALSE(F)
____ A community health worker is usually selected by members of the community and its leaders.

The MEDEX Primary Health Care Series

**TRAINING AND
SUPPORTING
COMMUNITY HEALTH
WORKERS**

Student Text

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UNIT 5

Organizing a Training Program for Community Health Workers

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Supporting Community Health Workers

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UNIT 7

**Training and Supporting Community Health Workers
Community Phase**

Student Guide

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Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>3. Organize the training of community health workers</p>	<p>2.2 Help the community identify community health worker candidates</p> <p>2.3 Help the community assess community health worker candidates</p> <p>2.4 Recommend eligible candidates</p> <p>3.1 Define time available for community health worker training</p> <p>3.2 Identify a location for training</p> <p>3.3 Identify resources needed for training community health workers</p>	<p>2.1.2 Community recommendations and selection criteria for community health workers</p> <p>2.1.3 Needs of the community</p> <p>2.3.1 Selection criteria for community health workers</p> <p>3.1.1 Schedule of health center activities</p> <p>3.1.2 Official directives</p> <p>3.1.3 Dates of major events in the community</p> <p>3.2.1 Local resources</p> <p>3.2.2 Requirements for a training location</p> <p>3.3.1 Resource persons for training community health workers</p>

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>4. Train community health workers to provide promotive, preventive, and curative health services in the community</p>	<p>3.4 Organize a training location</p>	<p>3.3.2 Local resources and materials</p>
	<p>3.5 Organize a training schedule</p>	<p>3.4.1 List of necessary training resources</p>
	<p>3.6 Use community health worker training materials</p>	<p>3.5.1 Goals of a training program</p>
	<p>4.1 Train community health workers using appropriate learning methods and materials, such as:</p>	<p>3.5.2 Community health needs</p>
	<p>Stories</p>	<p>3.5.3 Schedule of health center activities</p>
	<p>Role-plays</p>	<p>3.5.4 Schedule of major community events</p>
	<p>4.1.1 Appropriate learning methods and materials for community health workers</p>	<p>3.5.5 Availability of resource persons</p>
	<p>4.1.2 Education level of community health worker candidates</p>	<p>3.6.1 How to use community health worker training materials</p>
		<p>3.6.2 How to choose appropriate learning methods for community health workers</p>

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Work Requirements**DUTIES****Training Requirements****SKILLS****KNOWLEDGE**

Practical experiences
 Posters
 Small group discussions
 Home visits
 Problem-solving exercises
 Problem-solving drawings
 Drawings for discussion
 Flashcards
 Demonstrations

4.2 Use community health worker workbooks:

Introduction to Training
 Clean Water and Clean Community
 Prevention and Care of Diarrhea
 Healthy Pregnancy
 Feeding and Caring for Children
 Some Common Health Problems
 First Aid
 Tuberculosis and Leprosy

4.2.1 How to use workbooks
 4.2.2 How to prevent water in the community from getting dirty
 4.2.3 How latrines, rubbish pits, compost pits, and pest control can improve environmental health in the community
 4.2.4 Causes of diarrhea and how to prevent diarrhea
 4.2.5 Care of children with diarrhea and dehydration
 4.2.6 How and when community health workers should refer people to the health center

Work Requirements**DUTIES****Training Requirements****SKILLS****KNOWLEDGE**

- 4.2.7 Prenatal nutrition and care
- 4.2.8 Danger signs of pregnancy
- 4.2.9 Danger signs of labor and delivery
- 4.2.10 Clean and safe delivery practices
- 4.2.11 How to identify and refer parents who want child spacing advice
- 4.2.12 Nutrition needs of children
- 4.2.13 Causes of undernutrition and how to prevent undernutrition
- 4.2.14 Care of undernourished children
- 4.2.15 Immunization schedule
- 4.2.16 How to prevent and care for some common health problems

Work Requirements**DUTIES**

5. Support community health workers

Training Requirements**SKILLS****KNOWLEDGE**

- 5.1 Help the community leaders assess the performance of community health workers
- 5.2 Identify the continuing education needs of community health workers in cooperation with the community leaders
- 5.3 Provide continuing education for community health workers
- 5.4 Provide necessary supplies to community health workers

- 4.2.17 How to prevent and care for minor injuries and accidents
- 4.2.18 How to prevent the spread of tuberculosis and leprosy in the community
- 4.2.19 How to identify, refer, and follow-up people with tuberculosis and leprosy
- 5.1.1 Evaluation, supervision, and guidance plan for community health workers
- 5.2.1 Performance of community health workers
- 5.2.2 Needs of the community
- 5.3.1 Learning methods for community health workers
- 5.3.2 Community health worker training materials
- 5.3.3 Schedule of health center activities
- 5.4.1 Ministry of health policy on training community health workers

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>6. Evaluate the community health worker training program</p>	<p>5.5 Establish when and how community health workers should refer people to the health center</p> <p>6.1 Assess plans for training community health workers</p>	<p>5.4.2 Training level of community health workers</p> <p>5.4.3 Needs of the community</p> <p>5.4.4 Supplies at the health center and recording and reporting procedures</p> <p>5.4.5 Community resources</p> <p>5.4.6 Community learning materials</p> <p>5.5.1 Training level of community health workers</p> <p>5.5.2 Ministry of health policy</p> <p>5.5.3 Community resources</p> <p>5.5.4 Transportation needs, resources, and plans</p> <p>5.5.5 Referral procedures</p> <p>6.1.1 Ministry of health directives</p> <p>6.1.2 Needs of the community</p> <p>6.1.3 Community health worker training materials</p>

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Work Requirements
DUTIES

Training Requirements

SKILLS

KNOWLEDGE

6.2 Assess the progress of training

6.3 Assess the value of:
Community health worker learning materials
The content of the community health worker workbooks
Participation by community health workers in training

6.4 Remedy shortcomings in the training of community health workers

6.1.4 Resources needed to accomplish plans

6.2.1 Community acceptance of community health worker training

6.2.2 Performance of community health workers

6.2.3 Records and reports

6.3.1 Observers' assessment of community health workers' performance

6.3.2 Community health worker trainees' assessment

6.3.3 Assessment by the health center team

6.3.4 Assessment by resource persons

6.4.1 Assessments of training program

6.4.2 Performance of community health workers

6.4.3 Plan for continuing education

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Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
	<p>6.5 Assess support and arrangements for the training program</p>	<p>6.5.1 Arrangements for training 6.5.2 Involvement of the community 6.5.3 Resources from the health center 6.5.4 Resources from the community 6.5.5 Records and reports</p>

SCHEDULE
TRAINING AND SUPPORTING COMMUNITY HEALTH WORKERS

DAY 1	DAY 2	DAY 3	DAY 4
<p>Introduction to the Training and Supporting Community Health Workers module</p> <p>The role of the community in primary health care</p>	<p>Introduction to the learning process for community health workers</p>	<p>Preparing to train community health workers</p>	<p>Practice using community health worker training materials</p>
<p>The role of community health workers</p> <p>Helping a community select a community health worker</p>	<p>Introduction to the learning process for community health workers</p>	<p>Preparing to train community health workers</p>	<p>Practice using community health worker training materials</p>

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DAY 5	DAY 6		
Practice using community learning materials	Organizing a training program for community health workers		
Practice using community learning materials	Supporting community health workers Posttest		

Community phase: six weeks

Introduction

Training and supporting community health workers is one of the activities that you are expected to encourage in the communities in your health center area. Community health workers can provide promotive, preventive, and simple curative services in the community. Community health workers can also help you start and maintain many other community health activities.

You have already studied the Identifying the Preventive Health Needs of the Community module and the Meeting the Preventive Health Needs of the Community module. What you have learned in these modules has prepared you to work in the community and to help train and support community health workers. Before you start this module, be sure you know:

- How to approach a community
- How to work with community leaders
- Causes of health and disease in a community
- How to assess the environment, the nutrition status of individuals and the community, and the health and care of children and pregnant women
- How to choose priority health activities
- How to plan community health activities
- How to evaluate community health activities

If you are not sure how well you know this information or can do these procedures, review the Identifying the Preventive Health Needs of the Community module, the Meeting the Preventive Health Needs of the Community module, and the Community Health manual.

LEARNING ACTIVITIES

Activities in this module will help you learn how to train and support community health workers. The activities will take place in the classroom, in a health center, and in the community. You will use eight workbooks to train community health workers. You are not expected to use all eight workbooks at one time. You will use two or three work-

books for each community health worker training course. You will follow the initial training course with regularly scheduled training sessions every three or four months.

Your schedule shows you when the learning activities for the module will take place. Student Guides in front of each unit tell you more about what you will be expected to do. The units will be taught in order, from Unit 1 to Unit 6. Your instructor will make special arrangements for Unit 7 which will take place in a community.

This training program can succeed only if you take an active part. Prepare for each session. Before each session:

Read the Student Text and answer the questions that go with it.
Also answer the review questions

Read the community health worker training materials when necessary

Write down questions to ask your instructor about any part of the lesson you do not understand or want more information about

In class, the instructor will discuss the review questions and answer any other questions you have.

EVALUATION

This training program will help you build your knowledge and skills. Regular evaluations will allow your instructor to watch your progress. If your progress does not meet the standard, you will be given more time to learn the subject as part of your continuing education on the job. During this module, your instructor will use performance records to measure your progress. Look at these performance records to prepare for your evaluation.

EVALUATION Level I

After six days of classroom activities related to training and supporting community health workers, you must be able to pass a written test of knowledge with a score of 80% or higher.

During these six days you must also receive satisfactory ratings on your ability to:

Demonstrate how to discuss primary health care in a community meeting

Demonstrate how to discuss the role of community health workers in a meeting with community leaders

List selection criteria for community health workers

EVALUATION Level III

During the remaining six weeks of the community phase of your training, a supervisor will observe your performance and rate your skill in:

Meeting with community leaders to organize a community meeting

Discussing, in a community meeting, primary health care and the role of community health workers

Discussing, in a community meeting, the role of and selection criteria for community health workers

Helping the community select a community health worker

Developing a plan to organize the training of community health workers

Identifying resource persons for training community health workers

Identifying health needs for training community health workers

Developing teaching plans for the first session of community health worker training

Using community health worker training materials

Using learning methods to train community health workers

Your performance records list the number of acceptable ratings you must earn for each activity.

Unit 1

The Role of the Community in Primary Health Care

STUDENT GUIDE

OBJECTIVES

1. Define the organization of the community in which you worked during your study of the Identifying the Preventive Health Needs of the Community module and the Meeting the Preventive Health Needs of the Community module.
2. Describe the role of the community leaders.

LEARNING ACTIVITIES

1. Review the Identifying and Preventive Health Needs of the Community module and the Meeting the Preventive Health Needs of the Community module.
2. Review your experiences in the community during your study of the two community health modules.
3. Take part in a discussion of Unit 1 in the Student Text.
4. Take part in discussions and presentations on community organization and the role of community leaders.

1.1 THE ROLE OF THE COMMUNITY IN PRIMARY HEALTH CARE

You provide primary health care services to help people stay healthy. You provide primary health care services at the health center. To achieve the goals of primary health care in your health center area, however, you must also extend health services beyond the walls of the health center. One of your roles as a mid-level health worker will be to offer primary health care services in the communities where people live. You will work with communities to help the community members maintain good health and take care of their health problems. You will share with them what you know about health care. They can share with you what they know about traditional health care in the community.

You can also achieve the goals of primary health care by encouraging community health activities in the communities in your health center area. Community health activities, such as training and supporting community health workers, help community members learn to deal with their own health problems. Community health activities can help you extend health services beyond the walls of the health center and into the communities where people live.

1.2 HOW THE COMMUNITY CAN HELP

During your study of the Identifying the Preventive Health Needs of the Community module and the Meeting the Preventive Health Needs of the Community module, you worked in a community. How would you describe this community?

- Number of people in the community _____
- Number of families in the community _____
- Number of households in the community _____
- Number of children under age five _____

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Does the community have a governing council? _____

How many members are in the council? _____

Who are these members?

Member 1 _____

Member 2 _____

Member 3 _____

Member 4 _____

Others _____

Who are the other leaders in the community?

What groups or individuals were most helpful to you during your work in the community?

How many people were interested in doing something about the health of people in the community? _____ Why do you think these people were interested?

How can people in the community help you extend primary health care services into the community?

What role can community leaders plan in extending primary health care services into the community?

Who else in the community can help you?

Which people from outside the community can help you?

What can they do?

Each of you has had a different experience in the community. Still, you have all found someone in the community who is interested in the health of the community. This person may be a leader, a teacher, a farmer, or a midwife. Only by involving these people and other community members in planning and carrying out community health activities can you achieve the main goal of providing health care for all. This is the challenge of primary health care.

To get people to take part in community health activities, they have to be interested in helping to improve their health. People will be interested if health improvements are geared toward their own needs and the needs of the community. The mid-level health worker can help get the community started in improving its health by:

Talking to community leaders and members to find out their health problems and needs

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Finding out about the resources in the community to meet these needs

Working with the community to meet the most important health needs with the fewest resources

Based on your experiences so far in the community, what can you, the community leaders, and the community members achieve together?

Together you can:

- Determine the needs and resources of the community**
- Identify and choose priorities among health activities to meet these needs**
- Decide how to solve important health problems**

The community can help you:

- Plan and assess health activities in the community and the health center**
- Provide supplies, labor, and leadership to carry out community health activities**
- Take part in activities to promote good health**
- Plan programs to improve health**
- Arrange referral of ill persons to the health center or the hospital**
- Train, support, and guide community health workers**
- Arrange training for other health care providers in the community**

1.3 HOW THE COMMUNITY LEADERS CAN HELP

How have the community leaders helped you in your work in the community so far?

The community leaders play an important role in establishing, maintaining, and assessing primary health care activities in the community and at the health center. The community leaders help inform the people in the community and motivate them to take part in community health activities. They identify people you can work with, provide resources for community activities, and appoint people to be responsible for the health activities in the community. The community leaders also serve as advocates on health matters because they can:

Advise and influence district and central government officials and politicians about community health programs, needs, and priorities

Maintain a good relationship with neighboring communities to work together on health matters of common concern

What roles can the community leaders play in extending primary health care services into the community?

To reach the people in the communities you have to work with the community leaders. Only with the approval and support of the leaders can you carry out community health activities.

REVIEW QUESTIONS
The Role of the Community in
Primary Health Care

1. List at least five ways the community can help you deliver primary health care services.
2. Why is it important to work with community leaders?

Unit 2

The Role of Community Health Workers

STUDENT GUIDE

OBJECTIVES

1. Describe the role of community health workers in:
 - Extending primary health care services into the community
 - Helping the mid-level health worker understand the needs and resources of the community
 - Providing services to promote good health, prevent common health problems, and care for some common health problems
2. Demonstrate how to initiate, plan, and take part in a community meeting to discuss primary health care and the role of community health workers.

LEARNING ACTIVITIES

1. Take part in a discussion of Unit 2 in the Student Text.
2. Prepare and take part in a role-play on meeting with community leaders or on holding a community meeting to discuss the role of community health workers.
3. Discuss the role-plays.

2.1 THE ROLE OF COMMUNITY HEALTH WORKERS

When community leaders and members work together and with you to improve their health they become responsible for their own health care. People stay healthy when they know and practice what keeps them healthy. People can prevent health problems when they know and understand why they have health problems. Community members can prevent and care for many common health problems when they take part in improving their own health.

Preventive and curative services at the health center help improve the health of community members. But the health center cannot meet all of the community's health needs. The health center is often far from people's homes. Many people cannot afford to leave their communities to visit the health center for all of their health problems. So, many people seek health services only when they are very ill. Also, workers at the health center cannot visit every community to take care of every health problem in every home. Although you are responsible for working in the communities in your health center area, you cannot visit every community every day.

To extend primary health care services beyond the health center you can train people in the community to learn about health and health problems. These people can provide services to promote good health, prevent common health problems, and care for some common health problems in the community. These people are often called community health workers.

In some communities certain people already provide many necessary health services. These people may be grandmothers, village midwives, or other traditional practitioners. You can work with these health care providers in the community and share what you know about health and health problems. You can also learn a lot about traditional care and practices from these health care providers.

Communities often select traditional providers of health care or other respected community members to become community health workers. Community health workers are known by the community. They under-

stand the organization of the community. They share the beliefs and hopes of the community because they live in the community. They are familiar with the health practices in the community.

Community health workers can help you provide primary health care services that meet the needs of the community. They can help you understand the needs of the people in the community and the most appropriate ways to meet these needs. They can help you share ideas about primary health care with the community.

Community health workers can also:

- Identify resources in the community to meet health needs
- Share health information with community members
- Coordinate health activities in the community
- Refer persons with health problems to the health center
- Motivate people to take part in community health activities
- Become role models for members of the community by practicing good health habits

2.2 WHAT COMMUNITY HEALTH WORKERS CAN DO

Community health workers can promote good health, prevent common health problems, and provide care for some common health problems. All three of these things are important for the health of the community. Promoting good health and preventing common health problems keep people in the community from continuing to have certain health problems. Providing care for common health problems is important to people with those problems.

You can train community health workers to:

- Encourage good health habits and a clean environment
- Identify practices that make water dirty during collection, storage, and use
- Encourage clean collection, storage, and use of water
- Discuss ways to get rid of rubbish.

Share information on how to build rubbish pits, compost pits, and latrines

Share information about prenatal care

Encourage adequate prenatal nutrition

Identify and refer women with problems during pregnancy

Demonstrate and share information on healthy practices during delivery

Encourage breast-feeding

Discuss and demonstrate how to prepare food for young children

Identify and refer children with severe undernutrition

Identify causes of undernutrition in young children

Care for children with diarrhea and vomiting

Identify and refer children with severe diarrhea, vomiting, or dehydration

Demonstrate how to prepare and use a special mixture for preventing dehydration

Share information on causes of diarrhea

Care for people with fever

Share information and discuss how tuberculosis spreads from person to person

Identify and care for people with leprosy

Identify and care for people with scabies

These are some of the things you can train community health workers to do. You do not have to train community health workers to do all of these things at one time. In fact, it is better to train community health workers to do only a few of these things at a time. Then community health workers have a chance to practice each new skill and perform it well before learning another. You should train community health workers according to the needs of their community.

How would you decide what you train community health workers to do?

How would you balance their promotive, preventive, and curative roles?

Review the list of what you can train community health workers to do. Divide the list into three columns:

PROMOTIVE SERVICES	PREVENTIVE SERVICES	CURATIVE SERVICES
<hr/>	<hr/>	<hr/>

Now look again at what community health workers can do to promote good health. Think of the health problems that these services can prevent

PROMOTIVE SERVICES	HEALTH PROBLEMS PREVENTED
<hr/>	<hr/>

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Next, look at what community health workers can do to prevent health problems. What health problems can they prevent?

PREVENTIVE SERVICES

HEALTH PROBLEMS PREVENTED

Look at what community health workers can do to care for common health problems. How many people suffer from these problems in a year?

CURATIVE SERVICES

NUMBER OF PEOPLE AFFECTED

Why is it important that there be a balance between the promotive, preventive, and curative roles of community health workers?

Curative services are important if many people suffer from a particular problem. Curative services only help people who are ill. Promotive and preventive services help keep everyone in the community from becoming ill

How much of their time should community health workers spend on each of these roles?

Promoting good health _____

Preventing common health problems _____

Providing care for some common health problems _____

Is it important for community health workers to learn to promote good health and prevent health problems? Why?

What are some of the health problems you can train community health workers to provide care for?

You can train community health workers to provide care for:

Health problems that occur frequently in the community

Health problems that have a simple and effective treatment

Health problems that community members see as important

Health problems for which effective treatment exists that is better than local traditional methods

What health problems should you not train community health workers to provide care for?

You should not train community health workers to provide care for:

- Rare and unusual health problems
- Health problems that require costly treatment
- Health problems that require difficult or confusing skills for diagnosis or treatment
- Health problems without effective treatments
- Health problems that are already being effectively treated with traditional methods

REVIEW QUESTIONS

The Role of Community Health Workers

1. How can community health workers help you provide primary health care services in the community?

2. In each of the columns below, list at least three services that community health workers can provide:

PROMOTIVE SERVICES	PREVENTIVE SERVICES	CURATIVE SERVICES
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. List at least three promotive and at least three preventive services that community health workers can provide. Then write what health problems these services can prevent.

PROMOTIVE SERVICES	HEALTH PROBLEMS PREVENTED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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PREVENTIVE SERVICES

HEALTH PROBLEMS PREVENTED

4. Circle the letters of your answers. You can train community health workers to provide care for health problems that:

- a. Occur frequently in the community
- b. Community members see as important
- c. Do not have effective treatments
- d. Are rare and unusual
- e. Are already being effectively treated with traditional methods
- f. Have a simple and effective treatment
- g. Require costly treatment

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Unit 3

Helping a Community Select a Community Health Worker

STUDENT GUIDE

OBJECTIVES

1. List criteria for selecting community health workers.
2. Demonstrate how to discuss selection criteria with community leaders and members.
3. Demonstrate how to help communities select community health workers.

LEARNING ACTIVITIES

1. Take part in a discussion of Unit 3 in the Student Text.
2. Take part in a discussion of criteria for selecting community health workers.
3. Prepare and take part in a role-play on meeting with community leaders or on holding a community meeting to discuss selection criteria for community health workers.
4. Discuss the role-plays.

3.1 SELECTION CRITERIA FOR COMMUNITY HEALTH WORKERS

Selecting the right person to become a community health worker is the key to making sure that his promotive, preventive, and curative roles are in balance. Community members and leaders usually select community health workers. They may ask you to help. Therefore, you should be familiar with some of the reasons that communities select people to be community health workers.

Community members often select people that they know and respect. They might also select people who are:

- Interested in the health and problems of people in the community in greatest need

- Middle-aged

- Open to new ideas

- Willing to share what they know with people in the community

- Willing to stay in the community

- Experienced in health care in the community

- Aware and respectful of the beliefs and practices of people in the community

Reasons like these for selecting particular people are called selection criteria.

List the selection criteria that you would recommend for community health workers. Base your choices on your experiences in the community and on ministry of health recommendations.

Communities use a variety of criteria to select people to become community health workers. Be sure to discuss the criteria with members

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and leaders of the community. Make sure the community members and leaders agree on selection criteria before they choose community health worker candidates. This involves them in the process of selecting the right people to be community health workers.

3.2 THE SELECTION PROCESS FOR COMMUNITY HEALTH WORKERS

The process of selecting community health workers has three main steps

Meet with Community Leaders

The process begins when you initiate a meeting with community leaders about the role of community health workers. At this meeting, be honest with community leaders about what a community health worker can do and what he cannot do. Explain to the community leaders what support the health center can provide, where the persons will be trained, by whom they will be trained, and for how long. Also, discuss support that the community must provide. Find out if the leaders are interested in helping to select, train, and support a community health worker in their community. Then help them list appropriate criteria for selecting candidates.

Plan and Take Part in a Community Meeting

The community leaders should then initiate a community meeting to select a person to become a community health worker. Encourage the community leaders to explain to the community members at this meeting the role of the community health worker and the support the community should provide. You can take part in the presentation if the leaders ask for your help.

Make sure that all groups in the community are represented at the meeting. Speak honestly to community members about what they can expect from a community health worker. Make it clear that the health center will not compensate the community health worker. The community is responsible for any compensation. Explain that the health team will train the community health workers and support their work. The health team will also provide

some of the supplies that the community health workers need to carry out their work in the community.

Be honest about the limitations of a community health worker and about the support that you and the health center team can provide.

Make sure that community members understand that community health workers cannot solve all of their problems. Community health workers will be more successful if they get support from the community in the activities they initiate. You can provide technical guidance and support, but the community members and leaders must let you know how satisfied they are with the services of the community health worker.

Help Select Candidates

Next, the community leaders and members should use the selection criteria they have chosen to recommend two to three people as community health worker candidates. Be sure the family of each candidate agrees to his becoming a community health worker.

Community members must then select one person from the three candidates. Larger communities may choose to select more than one community health worker. Suggest choosing by voice vote or consensus decision at the meeting to ensure that the person represents the entire community. Avoid taking sides in the final selection. This may harm your work with certain groups of the community. Let the community members and leaders make the final decision. Urge them to use the selection criteria that they have chosen. Remind them that the right selection is the key to the success of the community health worker's training and work.

REVIEW QUESTIONS

Helping a Community Select a Community Health Worker

1. List at least four criteria a community may use to select people to become community health workers.
2. Circle the letters of the six criteria that you think communities should use to select a community health worker.
 - a. The person is the chief's son
 - b. The person is middle-aged
 - c. The person is educated
 - d. The person is kind and caring
 - e. The person lives in the community
 - f. The person is young
 - g. The person is open to new ideas
 - h. The person is the village midwife
 - i. The person is your friend
 - j. The person is respected in the community
3. Briefly describe the process of selecting a person to become a community health worker.

Unit 4

The Learning Process for Community Health Workers

STUDENT GUIDE

OBJECTIVES

1. Describe and demonstrate the use of learning methods and materials for community health workers such as:

Stories	Problem-solving exercises
Role-plays	Problem-solving drawings
Practical experiences	Drawings for discussion
Posters	Flashcards
Small group discussions	Demonstrations
Home visits	
2. List materials available in the community and the health center to train community health workers.
3. Demonstrate how to evaluate the learning process of community health workers.
4. Choose appropriate learning materials and methods for training community health workers.
5. Demonstrate the use of community health worker learning materials.
6. Develop a teaching plan for using a community health worker workbook.

LEARNING ACTIVITIES

1. Take part in a discussion of Unit 4 in the Student Text.
2. Listen to and observe an instructor presentation on the Diarrhea Cycle of Health cards.
3. Review the community health worker materials.
4. Take part in a discussion of an instructor presentation on a workbook.

5. Take part in a discussion of criteria for evaluating presentations of workbooks. Work with the class to develop an evaluation checklist based on the criteria.
6. Take part in a discussion and practice session on developing a teaching plan and choosing appropriate learning materials for community health workers.
7. In a small group, develop a teaching plan for training community health workers.
8. With your group, prepare and present a workbook session using the teaching plans you developed.
9. Take part in a discussion of the group presentations.
10. Take part in a discussion of community learning materials to be used by community health workers.
11. With your group, prepare and take part in a presentation on community learning materials.
12. Evaluate the group presentations.
13. With your group, prepare and present a story using pictures chosen at random from the community learning materials.
14. Summarize what you have learned about the learning process for community health workers. Evaluate the methods used to teach you about the learning process.

4.1 LEARNING MATERIALS FOR COMMUNITY HEALTH WORKERS

Community health workers can contribute the most by sharing with community members what they know about staying healthy and preventing health problems. They learn how people become ill so they can prevent health problems. They learn how to provide simple care for people with some common health problems. They also learn when and how to refer people with more serious problems to the health centre.

You use workbooks and community learning materials to train community health workers to do these things. These materials are designed to help you discuss and share ideas with community health workers. The community health workers have experiences and knowledge that you need to learn about. You have experiences and knowledge that you need to share with the community health workers. The workbooks and other learning materials help encourage discussion between you and the community health workers and among the community health workers themselves.

4.2 WORKBOOKS FOR COMMUNITY HEALTH WORKERS

A workbook is a short book that contains questions, exercises, and discussion ideas that guide the trainee's learning. A workbook allows you and the community health worker to share ideas. Each learns from the other. The community health workers learn from each other also. A workbook allows the learning to take place through an exchange of ideas among all the participants in a learning session. Both you and the community health workers contribute their knowledge in the learning process.

There are eight workbooks for community health workers.

Introduction to Training

The first workbook explains the community health worker's role, the training process, and the training materials.

Clean Water and Clean Community

This workbook discusses the use of water in the community. It

describes how water gets dirty, how to make sure that water is clean, and how to protect water. The workbook explains why people need latrines. It shows how to keep the community clean by building latrines, rubbish pits, and compost pits.

Prevention and Care of Diarrhea

This workbook discusses why children in the community get diarrhea. It explains how community health workers can help people prevent diarrhea in children. The workbook also tells how children can get seriously ill with diarrhea and what community health workers can do to prevent children from becoming seriously ill with diarrhea.

Healthy Pregnancy

This workbook discusses how a woman can have a healthy pregnancy and delivery. It includes information on prenatal care and also discusses child spacing.

Feeding and Caring for Children

This workbook discusses how a mother can take care of her baby so her baby stays healthy. The workbook includes information on breast-feeding and on the kind and amounts of food a child needs to grow up healthy. The workbook shows how to prepare food for a young child and explains when children need immunizations.

Some Common Health Problems

This workbook explains how a community health worker can take care of some common health problems in the community, such as scabies, red eye, and fever. The workbook also discusses personal habits that help people stay healthy.

Tuberculosis and Leprosy

This workbook discusses tuberculosis and leprosy, two common health problems in the community. The workbook includes information on how these problems spread. It tells how a community health worker can help to prevent these problems and can care for people with tuberculosis and leprosy.

First Aid

This workbook describes how a community health worker can provide first aid for people who have minor accidents in the community.

Here is a sample page from the Clean Water and Clean Community workbook

Unclean water can give you belly trouble. You can get pains in your belly. You may get diarrhea. Sometimes you get ill soon after you drink unclean water. Sometimes you do not get ill until two or three days after you drink unclean water.

Who do you think gets sick most often from unclean water in your community?

- Old people _____
- Mothers _____
- Fathers _____
- Young children _____

Young children get diarrhea from unclean water most often in the community.

Why is this?

Young children get ill easily. Young children are not as strong as older persons. That is why young children get sick and have diarrhea more often than older persons.

Young children get diarrhea because they eat and drink from many sources. Children get diarrhea often when they eat food or drink water that is not clean. Older persons who drink the same unclean water do not get diarrhea as often. This is because older persons are stronger. Many children can die with diarrhea in the community.

What can you do in your community so children do not get diarrhea often?

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From the sample page, list the important points that you would share with community health workers.

Now list the important points that community health workers might share with you.

What might you learn from the community health workers?

The workbooks are also illustrated with many drawings. What is the purpose of the drawings?

The drawings in the workbooks help you share ideas with community health workers. The drawings help you start discussions. They also help community health workers learn and remember what they have discussed.

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Here is a sample page of a workbook without drawings.

A child who has diarrhea needs one cup of this special drink every time he passes a loose stool. This special drink helps the child to get the water and salts he is losing with diarrhea. The child loses water and salts with every loose stool. This is why mother should give this special drink after every loose stool.

Mother should feed a very small child or infant with diarrhea the special drink every hour. Mother should use a cup and spoon to feed the very small child. She should feed as much of the special drink as the child will take.

This special drink is also very good for a child who is vomiting. When a child vomits, he loses a lot of water. The child will dry up like a plant without water. This special drink helps to put the water back.

Mother should give small sips of the special drink because her child is vomiting. Mother should continue feeding her child until he has one cup of drink for every time he vomits.

Always tell mother to continue to breast-feed her child. Breast milk is good for a child who has diarrhea or is vomiting. Breast milk is clean. It does not make the child sick. Breast milk makes the child strong and helps him to get better soon. Mother should keep her breasts and hands clean. Then her child will not get sick often.

Here is the same page with the drawings.

A child who has diarrhea needs one cup of this special drink every time he passes a loose stool. This special drink helps the child to get the water and salts he is losing with diarrhea. The child loses water and salts with every loose stool. This is why mother should give this special drink after every loose stool.

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Always tell mother to continue to breast-feed her child. Breast milk is good for a child who has diarrhea or is vomiting. Breast milk is clean. It does not make the child sick. Breast milk makes the child strong and helps him to get better soon. Mother should keep her breasts and hands clean. Then her child will not get sick often.



How do the drawings help you understand the content?

Some of the drawings from the workbooks have been bound together in one volume. This book of drawings is called *Illustrations for Training Community Health Workers*. The drawings are larger versions of the drawings in the workbooks. You can use the larger drawings during the training of community health workers.

4.3 USING THE COMMUNITY HEALTH WORKER WORKBOOKS

Each workbook contains discussions of several aspects of the subject. The workbooks also contain questions. The questions help you:

Find out what the community health workers already know about a subject

Find out how community members take care of health problems

Find out what the community health workers have learned

Find out which information the community health workers find useful for their communities

Start a dialogue during which you and the community health workers can learn from each other

During a workbook session, use the questions and subjects for discussion only as guides. Develop the discussion according to the needs and interests of your training group. Follow these guidelines:

Do not rush through the workbooks. Allow discussion to continue for as long as it is useful. Pay attention to the subjects in which the community health workers show the most interest. Continue with these subjects.

Divide your day evenly among discussions, demonstrations, activities, and practice sessions for community health workers. Do not spend the entire day sitting in one place and discussing a workbook. Use as many real situations and objects as you can. Spend at least one half of each day doing practical activities.

Do not try to cover more than one workbook in a day. Dealing with too many subjects in one day can be confusing to the community health workers.

Give an assignment to each community health worker at the end of each day. The assignments should relate to the subject they are learning about, such as preparing healthy food or practicing using a particular learning material. Help the community health workers select assignments that they are interested in doing. They may come up with some useful assignments that you did not think of.

Do not use all of the workbooks in one training course. Allow time for the community health workers to practice what they have learned before you begin another workbook. Using two or three workbooks at one training course is usually enough. Then the community health workers have time to share what they have learned and to practice their new skills before learning another. Also, the community health workers do not have to be away from their communities and their other work responsibilities for a long time. Remember that you will be assessed on how well you train community health workers and not on how many workbooks you have completed.

Add two or three more workbooks when the community leaders, community members, and community health workers themselves feel that they are ready to learn more. Hold the second training course after three or four months.

4.4 LEARNING METHODS

How you share information is as important as what information you share. You have studied many learning methods during your training. You have practiced using learning methods to share health messages with community members.

List the methods you have studied in your training

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Which learning methods do you think are appropriate to use with community health workers?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Here is a list of some of the learning methods and materials that you can use with community health workers

- Stories
- Role-plays
- Practical experiences
- Posters
- Small group discussions
- Home visits

- Problem-solving exercises
- Problem-solving drawings
- Drawings for discussion
- Flashcards
- Demonstrations
- Others _____
- _____
- _____

Which learning methods would you like to learn more about?

The workbooks already include some learning methods. This does not mean that you should use only these methods. The learning methods included in the workbooks are examples of what you can do. Use the learning methods that you and the community health workers feel most comfortable with. Use the methods that will encourage all partici-

pants to share what they know and have learned. Use the methods that are best for sharing the particular kind of information you want to share. For example, suppose you want to teach someone how to tie a bandage. It is better to show the person step-by-step how to tie a bandage than to just tell him. Then, let the person practice and show you how well he can tie the bandage. This is how you learned to do many things in your training.

These are some of the learning methods and materials included in the workbooks:

Discussions

Drawings to explain a procedure

Drawings to discuss a situation

Stories with pictures

Text and drawings to show how to do something

Role-plays

Problem-solving pictures

Use the learning methods included in the workbooks as a starting point. For example, the information about leprosy is written as a story. You can use the story in many ways. You can tell the story with pictures. Then you can give the pictures to the community health workers and ask them to present the story in small groups. You can also ask some of the community health workers to play each of the roles. Think of different ways to share the content with the community health workers. The more actively you involve the community health workers the more likely they are to learn and the more enjoyable the learning experience will be.

4.5 USING THE WORKBOOKS WITH NON-LITERATE COMMUNITY HEALTH WORKERS

You can use many of the learning methods included in the workbooks with both literate and non-literate community health workers. The main aim of the workbooks is to encourage discussion among all the

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participants in a training session. You can use the workbooks to discuss health with non-literate community health workers as easily as with literate community health workers. Non-literate community health workers contribute as much to the learning process as literate community health workers.

Using Illustrations

All main points and important discussion topics in the workbooks are illustrated. You can use these drawings for discussions. You can also use the drawings to explain important concepts. Most important, you can use the drawings to help non-literate community health workers remember what they have learned and discussed.

Using Questions

Questions in the workbooks are followed by spaces for community health workers to write the answers. Literate community health workers can write the answers. Non-literate community health workers cannot. You will have to ask the questions to the non-literate community health workers. You can fill in their answers yourself to remember what the community health workers know and what you have learned about health practices in the community.

Using Other Learning Methods

Besides discussion, you can use many different learning methods with non-literate community health workers. Demonstrations, stories, and role-plays work well with non-literate community health workers.

What other methods can you use to train non-literate community health workers?

4.6 COMMUNITY LEARNING MATERIALS

Community learning materials also support the training of community health workers. Community health workers can use these learning materials when they share ideas with people in the community. The community learning materials cover many of the subjects that are discussed in the workbooks. Some of the learning materials are taken from the workbooks. You can use these materials when you train community health workers. Give community health workers opportunities to practice and learn how to use these materials with each other and with other community members. You can also use these community learning materials to share health messages in the community or in the health center. The community learning materials are:

Health in the Community

These are drawings from the Introduction to Training workbook. You and the community health workers can use these drawings to discuss good health in the community.

Health Problems in the Community

This booklet with pictures shows some common health problems in the community. You and the community health workers can use this booklet to find out about and discuss health problems in the community.

Caring for Your Child

This booklet has pictures that show parents how to take good care of their young children. This booklet relates to the Feeding and Caring for Children and the Healthy Pregnancy workbooks. You and the community health workers can use this booklet to discuss these subjects. Parents can also use this booklet to learn about how to care for young children and how to have a healthy pregnancy.

Caring for Your Sick Child

This booklet with pictures describes what parents can do at home to care for children with some common health problems.

Water and Health

These are drawings from the Clean Water and Clean Community workbook. These drawings will help you and the community health workers discuss how people can collect, store, and use water so it stays clean.

Clean Home and Clean Community

This booklet with pictures will help you and the community health workers discuss what people can do by themselves and with others to make their community clean and healthy.

Cycle of Health Cards

This is a set of pictures that can help you and the community health worker discuss the causes and course of certain health problems. One of the cycle of health cards is in the Prevention and Care of Diarrhea workbook. You can develop similar sets of cards for other health problems. Cycle of Health Cards help people in small groups decide how to prevent a particular health problem and how to care for people with the health problem.

The Lady Who Built a Tower

This story with pictures is from the Clean Water and Clean Community workbook. The story describes why and how a lady built a latrine.

The Story of Grandmother Mamosa

This story is in the Tuberculosis and Leprosy workbook. It describes how leprosy spread in a family and how proper care can help to cure a person with leprosy.

You can also develop your own learning materials on subjects that are of interest to community health workers or to community members. You will have a large number of drawings from the workbooks and the learning materials to work with. You can use the drawings to create new stories or other learning materials.

REVIEW QUESTIONS
**The Learning Process for Community
Health Workers**

1. List the names of at least four workbooks for community health workers

2. List at least six learning methods and materials that may be appropriate for community health workers.

3. How does the workbook format help you to train community health workers?

4. How do drawings help you to train community health workers?

5. Describe how you can use the workbooks to train non-literate community health workers.

6. List the names of at least four community learning materials.

Unit 5

Organizing a Training Program for Community Health Workers

STUDENT GUIDE

OBJECTIVES

1. Organize a training schedule for community health workers.
2. Explain how to identify and organize a location for training.
3. List resources and support for a training program in the health center and the community.
4. Describe ways to reduce training costs.

LEARNING ACTIVITIES

1. Take part in a discussion of Unit 5 in the Student Text.
2. Take part in a group presentation on supplies needed to train community health workers, characteristics of a training location, scheduling, or ways community health workers can take part in the learning process.
3. Discuss the presentation.
4. Summarize the discussion on each of the topics.
5. Take part in a class exercise on scheduling training activities.
6. Take part in or listen to a student presentation on planning and organizing a training program.

5.1 PLANNING A TRAINING PROGRAM

How you plan and organize a training program for community health workers will influence how community health workers are able to learn. Planning helps create the right environment for learning and helps you achieve your goals. Planning and organizing a training program begins when you first discuss the role of community health workers in a community. The interest of the community in supporting community health workers gives you an idea of the resources and support that may be available to you.

Be sure the community leaders and members want community health workers and are convinced that training community health workers will improve the health of their community. Then start planning and organizing the training program. You must arrange the schedule for training, the location for training, and the resources available to support the training program. You must also think of ways to limit training costs.

5.2 THE TRAINING SCHEDULE

To arrange the training schedule, you must determine the number of community health workers that you will train, the dates for the training program, and the organization and length of the sessions.

The training group should be small enough so that the community health workers can learn easily and you can help each of them individually. The group should not be so small, however, that the community health workers do not learn from each other. Five to eight community health workers make a good group. It is reasonable to make food and lodging arrangements for a group of this size. You will also be able to easily follow up and guide five to eight community health workers after training. However, do not keep communities waiting for months until you have a group of eight community health workers. Begin your training program even with only three or four community health workers if their communities are ready to support them.

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Arrange for training as soon as possible after the community has selected community health workers. Plan the program for a time when the community leaders are willing to support the effort. But be sure to consider the other activities that are taking place in the community. Community health workers and other community members may not be able to take part in training during harvest time, winter, or certain other times in the year. Also consider your other activities and commitments. Make sure that you have undisturbed time when you are training community health workers.

Inform the community leaders, community health workers, and resource persons of the training dates and schedule after you have arranged the training location and have gathered all the necessary resources and supplies. Visit them or send a messenger to inform them of the training schedule. In either case, be sure to write down the schedule of activities so that they will remember.

The length of the training course depends on how you plan your activities for each session and the length of discussions and practical experiences. Plan to use only two or three workbooks at a time. Plan an initial training course of one to two weeks. Follow the initial training course with regularly scheduled training sessions every three or four months. In this way you will keep the community health workers motivated and interested as they learn more.

Do not try to plan a very tight schedule unless the community demands it. Do not rush the community health workers to learn too fast. People learn at different rates. Be sure the community health workers have plenty of time to practice and to share what they have learned. You also need enough time to find out how well the community health workers are doing their jobs in the community.

5.3 THE TRAINING LOCATION

The training location depends on the resources and facilities in your particular health center area. Some training activities should take place in the health center and some in the community health worker's home communities. Therefore, the best training location would be accessible to both. The training area should be quiet and free from distractions.

Schedule any training activities at the health center only after consulting with the other members of the health center team. In the community, you will need a covered area for training. You may also conduct sessions in the open, if the weather permits and the community health workers can learn without being disturbed. Training in the open allows other community members to observe and take part. You should encourage this type of community participation.

Community health worker training involves practical field experiences as well as classroom sessions. Make sure your training location allows for this. You can use different communities for different parts of the training course.

Organize sessions in the community health workers' home communities whenever possible. Be sure that your training location has facilities for preparing food. Or, choose a location near where community members can provide food.

If the community health workers have to travel long distances, you will have to consider where they will eat and sleep. Discuss food and lodging arrangements with the community leaders and the other members of the health team well ahead of time. Ask members of the community to accommodate the community health workers who have come from far away. Make eating arrangements with the community leaders and members. If you conduct the training at the health center ask for volunteers from the community to help you prepare food for the community health workers. Also involve the community health workers in working out their own eating and sleeping arrangements.

List the characteristics of the training location that you need for training community health workers

Size _____

Facilities available _____

Distance from the health center _____

Distance from the community _____

5.4 TRAINING RESOURCES AND SUPPORT

Many people will be interested in training community health workers. Community leaders and members, members of the health team at the health center, and others will be interested. Make use of people's interest in training. Find out which people are interested in contributing their time, resources, and energies to help you. Involve as many people as you can in planning and organizing a training program. Do not try to do everything yourself. Use these resources:

The Community

Be sure to involve the community leaders and members in the training program. Community leaders can offer you the resources of the community. They can suggest a location for training and appoint members of the community to help you. They can also take part in organizing and preparing the training location.

The Health Center

The health center can provide many resources for training community health workers. The other members of the health team are available to help. Training materials are also available at the health center. And, people with health problems visit the health center. It is a good place to observe and discuss health problems that are common in the area.

The Community Health Workers

Also involve the community health workers in the program. Community health workers can learn a lot by taking part in preparing their training activities and organizing the training area.

List the things that you need to do before you begin the training program. Also list the people who should be involved in each activity.

THINGS TO BE DONE

PEOPLE TO BE INVOLVED

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Make a list of the supplies you will need to train community health workers.

You need supplies such as training materials and teaching aids for carrying out demonstrations and using other learning methods. You also need utensils for cooking and eating, furnishings, and a place to keep supplies.

List the supplies you need and where you would get the supplies.

ITEM	SOURCE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5.5 TRAINING COSTS

Government support for training may not be able to cover all your costs. The ministry of health will provide the training materials and some incidental costs. The community may have to cover many of the

other costs. Be sure to discuss the responsibilities of the community with the community leaders during the planning stage. Work with the leaders and community members to find ways to reduce the costs. Training community health workers close to their homes will save lodging and transportation costs. Having community members and community health workers cook food can also save costs. Conducting brief one to two week courses instead of one or two month courses can also save costs.

What other ways can you think of to reduce the costs of training?

Keeping the environment of training simple can help to reduce costs. Let the community health workers feel that they are living at home and not in a different environment. Also encourage the community to contribute to the costs of the training. They can provide the training location, food, or lodging. Community leaders can help provide transportation.

How else can the community help?

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REVIEW QUESTIONS
Organizing a Training Program for
Community Health Workers

1. Describe the characteristics of a good location for training community health workers.

2. List three of the resources in the health center that can help in training community health workers.

3. Who are some of the people you should involve in organizing the training of community health workers?

Unit 6

Supporting Community Health Workers

STUDENT GUIDE

OBJECTIVES

1. Describe the role of the community, the mid-level health worker, and the health team in supporting community health workers.
2. List the supplies that are needed to support community health workers.
3. Describe how to help community leaders assess the performance of community health workers.
4. Describe how to identify the continuing education needs of community health workers.
5. Describe how to develop a continuing education plan and provide continuing education to community health workers.

LEARNING ACTIVITIES

1. Take part in a discussion of Unit 6 in the Student Text.
2. Take part in a role-play and discussion on meeting with community leaders to identify methods for assessing the performance of community health workers and to plan continuing education for community health workers.
3. Listen to an instructor presentation on the role of the community and the health team in supporting community health workers.
4. Take part in a discussion of the presentation.

6.1 SUPPORTING COMMUNITY HEALTH WORKERS

After you have trained the community health workers in your health center area, they are ready to go into their communities and perform the promotive, preventive, and curative activities that they have learned. Part of your job and the job of the community is to support the community health workers in this work. Supporting community health workers includes guiding their activities, providing them with what they need, assessing their performance, and providing continuing education. Supporting community health workers is an ongoing process for you and the community. Only with your support can a community health worker succeed in his work.

6.2 GUIDING COMMUNITY HEALTH WORKERS

Guiding community health workers means directing their progress. In the beginning, just after community health workers complete their training, they need much more guidance from you and the community than they will need later. It takes time for community health workers to establish their credibility with all the members of the community. It also takes time for them to gain confidence in their ability to do the things that the community expects them to do. You can work with community health workers to help them settle into their roles. You can:

- Help community health workers set goals
- Help community health workers plan, carry out, and evaluate their work
- Advise community health workers about their activities
- Motivate community members to take part in activities started by community health workers
- Serve as a link between the community and the ministry of health

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Establish friendly working relationships among the community leaders, community health workers, health team, and other development workers

You should also motivate community health workers to do their best while they work in the community to improve health. You can motivate community health workers by:

Setting a good example

Developing and maintaining good personal relationships with community health workers and community leaders

Training community health workers in tasks that they feel comfortable carrying out

Rewarding the good work they do

6.3 PROVIDING COMMUNITY HEALTH WORKERS WITH WHAT THEY NEED

Community health workers can do their jobs only with the support and help of the members of the community. A community health worker also needs the support and help of the health team at the health center. Community health workers can achieve very little by themselves

The Role of the Community

Community leaders and members support community health workers in many ways. Community leaders encourage community members to take part in activities that you and the community health workers start. Community members take part in the activities. They also provide whatever compensation they think is appropriate for community health workers. Together, community leaders and members help community health workers do their work in the community. For example, they provide supplies and labor to help carry out activities like building latrines and planting gardens. They also assess the training of community health workers.

In addition, community leaders and members provide administrative support to community health workers. For example, the

community leaders must set up a schedule for community health workers. Then community members will know when a community health worker is available to provide certain services. The community leaders also have to decide who will help community health workers with their farming and other work while they are busy providing health services to the community.

The Role of the Mid-Level Health Worker

You also support community health workers in their work. You train community health workers and provide their continuing education. You are responsible for the work that community health workers do in the community. You make sure that they are providing the right kind of advice and care to people in the community.

You also provide the supplies and technical support that community health workers need to do their job. Community health workers need community learning materials to carry out their promotive and preventive duties. Community health workers also need medicines and other supplies to carry out their curative duties. You must make sure that community health workers have enough supplies to do their work. You must also be sure that they have the right supplies. For example, suppose scabies is a problem in the community. You must provide community health workers with the right lotion to care for people with scabies.

To do this, you need to discuss with community leaders the health problems that are common in the community. Then decide which health problems community health workers can care for. Remember that community health workers cannot care for all of the health problems in the community. They also have many preventive and promotive duties. Once you train community health workers to provide care for a few common health problems you can supply them with the right medicines. Do not supply community health workers with medicines before you are sure that they know how to use them.

The Role of the Other Members of the Health Team

You must also make sure that the other members of the health team at the health center support the work of the community health workers. For example, the midwife at the health center can

help community health workers in their work with pregnant women. She can also provide training in maternal and child health. Other development workers can help train community health workers in gardening, sanitation, and environmental health.

6.4 ASSESSING THE PERFORMANCE OF COMMUNITY HEALTH WORKERS

How community health workers carry out their work in the community is called their performance. The performance of community health workers depends on:

- Their training

- The support they get from community leaders and members

- The support they get from the health team at the health center

- Their motivation and interest to do their job

To assess the performance of community health workers you have to consider all the factors that influence their work. By assessing the performance of community health workers you can find out whether they have adequate support. You can also find out if the training you provided was appropriate. When you assess community health workers you are also assessing many other people, including yourself. You are assessing the role of the community and the role of the health team as well.

Therefore, you should involve other people in the assessment of a community health worker's performance. Follow these guidelines.

Help Community Health Workers Set Goals

You use workbooks to train community health workers. Almost every session in the workbooks ends with a discussion of the community health worker's goals. These goals are their answers to questions such as, "What can you do to help the community?" or "What are some of the first things you can do in the community?"

As a trainer you should be familiar with the kinds of goals that community health workers set for themselves. Discuss these goals with each community health worker after completing each work-

book. Help each community health worker determine the time it would take him to start and complete an activity. Use a form like this:

WHAT I CAN DO	WHEN I CAN START	WHEN I THINK I CAN FINISH
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

This is an informal way of setting goals for community health workers. Do not try to push community health workers. Let them set their goals according to their limits and their abilities. You may want to add another column that lists the people who need to support the community health workers so they can accomplish their goals.

Share the Goals with the Community Leaders

Share the community health workers' goals with the community leaders. With the community leaders and the community health workers, decide if the goals are meeting the needs of the community. Help the community health workers revise their goals as necessary to better meet the needs of the community. Then you can train the community health workers to do what the community expects them to do and what they themselves expect to do. In this way, all those involved are more likely to be satisfied with the community health workers' training and work.

Sometimes, however, it will be difficult to revise the community health workers' goals to meet the needs of the community. The ministry of health expects you and the community health workers that you train to achieve certain things in the community. The community leaders and members may expect you to achieve different things. For example, the community may be more interested in improving their cattle than in training community health workers. Remember that the support and involvement of the community are your most important resources in improving health in the community. At times, you may have to respond to the immediate needs of the community before you can fulfill the

goals of the ministry of health. By doing this, you can establish a lasting relationship that can help you eventually achieve the goals of the ministry of health.

Use the Goals to Assess Performance

After the community health workers have worked for a time in the community, the community leaders should assess their performance. The leaders assess the performance of the community health workers based on the revised goals. Encourage the community leaders to involve the community health workers in the assessment process. The assessment should help you and the community leaders find out if the community health workers have been able to accomplish their goals.

Praise the community health workers for the goals that they have achieved. However, do not blame the community health workers if they have not been able to achieve one or more of their goals. They may not be getting adequate support from community leaders, community members, or the health team at the health center. The fault may even be in their training. Finding the real reasons will help you better plan the future training and support for community health workers.

6.5 PROVIDING CONTINUING EDUCATION

Continuing education for community health workers is part of the training process. You do not train community health workers with all eight workbooks at one time. Rather, you conduct short training courses using two or three workbooks each time. Every course after the first course is considered continuing education. Continuing education also includes training the community health workers in skills that they are lacking based on their assessments and the community's needs. Three factors help you decide the continuing education needs of the community health workers:

- What the community health workers have already learned
- The needs of the community
- The performance of the community health workers

What the Community Health Workers Have Already Learned

You should base your continuing education plans first on a knowledge of the workbooks that the community health workers have already studied. After you complete the series of eight workbooks you can review what the community health workers learned several months before. Then they will not forget the skills and messages that they have learned.

The Needs of the Community

Make the continuing education of community health workers respond to the needs of the community. As a trainer you must be familiar with what the community wants the community health worker to learn during each training course. For example, people sometimes suffer certain health problems because of changes in seasons or in farming chores. Rains may result in more diarrhea among children. Harvest time may mean that older children look after the younger ones. Changes such as these affect the community's health. You must make sure that community health workers are able to do what the community needs. Otherwise, the community may not support the community health worker's work.

The Performance of the Community Health Workers

You should also base your continuing education plans on the assessment of the community health worker's performance that was done by the community leaders. The assessment will tell you what the community health workers cannot do well and what new skills or knowledge they need to achieve their goals in the community. Discuss the continuing education plan with the community leaders and the community health workers. Together you can plan the next series of training courses and activities.

You can provide continuing education every time you visit a community health worker. Use the same methods for continuing education that you used in the initial training. Find out the methods that community health workers learn best with. For example, use discussions, demonstrations, stories, role-plays, or problem-solving exercises.

When you are sharing ideas with community health workers in the community, invite other members in the community to also participate. Members in the community will learn and share what they know with you and the community health workers. Continuing education sessions

for community health workers in the community are good opportunities to provide education for the members of the community. Community health workers also get the opportunity to practice and share what they have learned.

Use a chart like this to plan the continuing education needs of community health workers:

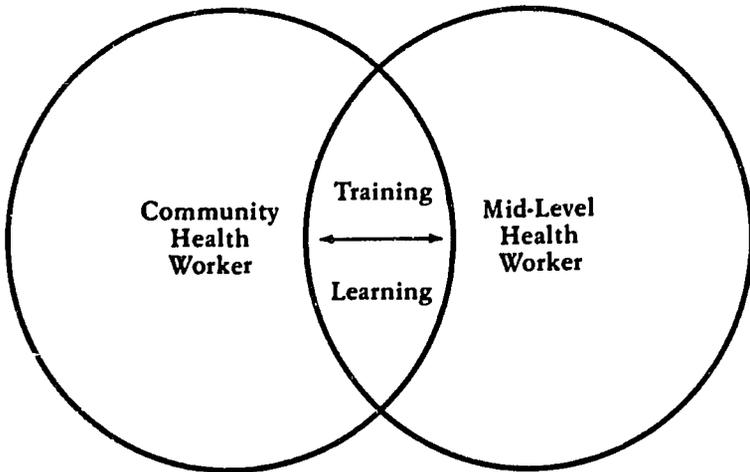
What the community health worker has learned	What the community health worker would like to learn	What the community would like the community health worker to learn	What the community health worker cannot do well

Discuss all the ways that you can assess the continuing education needs of the community health workers. Discuss the continuing education needs of each community health worker individually with the community leaders. Discuss with the community leaders some of the areas in which you still would like to train community health workers. Also share with the community leaders the materials you have to train community health workers. Develop new materials in any areas for which you do not have materials. Work with agricultural, sanitation, and other development workers to make new materials on subjects not covered in the community health worker training materials.

6.6 THE RELATIONSHIP BETWEEN COMMUNITY HEALTH WORKERS AND THE HEALTH TEAM

Primary health care services will reach the community if the community health workers and the health team at the health center have a good working relationship. The performance of the community health workers depends on this relationship. Community health workers depend on the health team in many ways. Community health workers depend on you and the other members of the health team for training, supplies, guidance, support, and continuing education. You are their technical advisor and guide. At the same time, the community health workers are your guide to the community. The training and learning roles of the community health workers and you work both ways.

Learning and Training Roles of the Community Health Worker and the Mid-Level Health Worker



REVIEW QUESTIONS

Supporting Community Health Workers

1. **Why should you involve community leaders in assessing community health workers?**

2. **List some of the supplies needed to support community health workers.**

3. **Describe the role of the community members in supporting community health workers.**

4. **Who can help you identify the continuing education needs of community health workers?**

5. **List three factors that can help you decide the continuing education needs of community health workers.**

Unit 7

Training and Supporting Community Health Workers; Community Phase

STUDENT GUIDE

ENTRY LEVEL

Before you start the next six weeks of the community phase, you must:

1. Score at least 80% on a test of your knowledge about training and supporting community health workers
2. Receive Satisfactory ratings on your ability to:
 - Develop a teaching plan to train community health workers
 - Use appropriate learning methods for training community health workers
 - Use the community health worker training materials

OBJECTIVES

1. Identify health needs for training community health workers based on the needs of the community.
2. Discuss with community members the role of community health workers in primary health care.
3. Help the community select a community health worker.
4. Organize the training of community health workers.
5. Train community health workers in promotive, preventive, and curative skills.
6. Support community health workers in their work.

LEARNING ACTIVITIES

The last part of your community phase experience will last six weeks. During this time, in addition to providing clinical services

and managing a health center, you will be expected to carry out community health activities. The training and supporting of a community health worker is one of the community health activities that you should encourage. You can train and support a community health worker only if the community requests you to do so.

You will be following up on the interest expressed by the community during the first five weeks of the community phase. You and the community members will select community health worker candidates and then train them in the promotive, preventive, and curative skills that will help meet the community's health needs. You will also make plans to guide and support the community health worker.