

EX
MID-LEVEL
HEALTH WORKER
TRAINING MODULES

HEALTH CENTER MANAGEMENT.

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**WORKING WITH THE
HEALTH TEAM**

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The MEDEX Primary Health Care Series

**WORKING WITH
THE HEALTH TEAM**

Student Text

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4

TABLE OF CONTENTS

TASK ANALYSIS TABLE	8
SCHEDULE	11
INTRODUCTION	13

UNIT 1

Working With a Team

Student Guide	15
What Is a Team?	16
What Is a Health Team?	17
Why Is a Team Used to Deliver Primary Health Care Services?	18
What Is a Health Team Leader?	18
Review Questions	20
Exercise 1: Broken Squares	21
Exercise 2: Explaining the Health Team Concept	21

UNIT 2

Health Teams

Student Guide	23
Health Teams	24
Review Questions	26
Exercise 3: District Health Team Meeting	28
Exercise 4: Health Center Team Meeting	29

UNIT 3

Managing a Health Center

Student Guide	31
What is Management?	32
Why a Mid-Level Health Worker Needs To Be a Manager	32

Why a Mid-Level Health Worker Needs Management Training	32
How to Manage a Health Center	33
The Role of a Positive Attitude in Managing a Health Center	38
Review Questions	40
Exercise 5: Analyzing a Job	42

UNIT 4

Supervising a Health Team

Student Guide	43
Leadership	44
Communicating with Team Members	45
Motivating and Supporting Team Members	48
Disciplining Team Members	51
Training Team Members	52
Resolving Conflicts Among Team Members	54
Review Questions	56
Exercise 6: Motivating a Team Member	59
Exercise 7: Active Listening	60
Exercise 8: Training a Team Member	61
Exercise 9: Supporting a Team Member	62
Exercise 10: Resolving Conflicts	64

UNIT 5

Team Problem Solving

Student Guide	66
What Is a Problem?	67
How To Solve Problems	67
Involving the Team in Problem Solving	68
Review Questions	70
Exercise 11: Assessing Attitudes about Team Members	71
Exercise 12: Problem Solving	72

UNIT 6

Team Work Plans and Schedules

Student Guide	73
What Are Work Plans and Work Schedules?	74
How To Make Work Plans	74
How To Make Work Schedules	74
Sharing Work	76
Review Questions	78
Exercise 13: Planning Work as a Team	79
Exercise 14: Assigning Work	82
Exercise 15: Making a Weekly Work Schedule	85

UNIT 7

Evaluating Program and Team Performance

Student Guide	86
What Is Evaluation?	87
Evaluating Team Members	87
Evaluating Team Performance	90
Evaluating Primary Health Care Activities	90
Review Questions	93
Exercise 16: Evaluating Program and Team Performance	95

UNIT 8

Working with the Health Team; Community Phase

Student Guide	97
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Work Requirements
DUTIES

Training Requirements

SKILLS

KNOWLEDGE

1.3 Work with a team in solving problems

1.4 Make work plans for a health center

1.5 Assign responsibility to team members

1.6 Make work schedules for a health team

1.7 Evaluate team members

1.8 Evaluate team performance

1.2.3 Procedures for planning, carrying out, and evaluating work

1.3.1 The problem solving process

1.3.2 How a supervisor's attitude affects team involvement in problem solving

1.4.1 Procedures for planning work

1.5.1 Principles of sharing work and delegating responsibility

1.6.1 Weekly work schedules for a health team and monthly work schedules for a mid-level health worker

1.7.1 Personnel procedures

1.7.2 Four ways to gather information about team members' performance

1.8.1 Evaluation procedures

1.8.2 Three ways to gather information about team performance

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

1.9 Evaluate program performance

1.10 Supervise a health team by:
Communicating with team members
Motivating and supporting team members
Disciplining team members
Training team members
Resolving conflicts among team members

1.9.1 Three ways to gather information about a program's performance

1.10.1 Principles of two-way communication

1.10.2 Five ways to motivate people

1.10.3 How to obtain resources for the team

1.10.4 How to speak on behalf of a team

1.10.5 Principle of positive discipline

1.10.6 Three steps in skill training

1.10.7 Causes of conflict and how to resolve conflicts

SCHEDULE

WORKING WITH THE HEALTH TEAM

DAY 1	DAY 2	DAY 3	DAY 4
Introduction to Working with the Health Team Broken Squares Explaining the health team concept	Analyzing a job	Supporting a team member Resolving conflicts Assessing attitudes about team members	Assigning work Making a weekly work schedule Evaluating program and team performance
	Motivating a team member Active listening Training a team member		
District health team meeting Health center team meeting		Problem solving Planning work as a team	Evaluating program and team performance
			Posttest

Introduction

You have completed assessing the preventive health needs of a community. Now you will learn how primary health care services are provided by the ministry of health and your role in providing these services. Since primary health care services are provided by health teams, you need to understand how teams work.

Working with the Health Team is the first of two management training modules. **Working with Support Systems** is the second. These management modules will give you the knowledge and skills you will need to manage a health center and a health team. **Working with the Health Team** has eight units. These units include reading assignments followed by individual and group exercises.

An instructor will give you directions, answer questions, lead discussions, and assist you in learning the material. However, this training program can succeed only if you take an active part. Prepare for each session. Before each session:

Read the assigned sections of the Health Center Operations manual

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

Read the exercises and study the forms and worksheets your instructor gives you

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

The instructor will discuss the review questions and answer any other questions you have in class.

Activities in this module will help you learn how to work with health teams to provide primary health care services in a community. These activities will take place in the classroom and at a health center.

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 7.

Your instructor will make special arrangements for Unit 8, which will take place in a health center and in a community.

This training program will help you build your knowledge and skills in working with a health team to provide primary health care services. Your instructor will evaluate you to measure your progress. If your progress does not meet the standard, you will be given more time to learn the subject.

EVALUATION Level I

After four days of class discussions and exercises related to this module, you must be able to pass a written test of your knowledge about working with health teams with a score of at least 80%.

EVALUATION Level II

Working with the Health Team module has no clinical rotation and therefore no Evaluation Level II.

EVALUATION Level III

During the three month community phase of your training, you must receive Satisfactory ratings on your ability to:

- Work as a member of a district health team and a health center team.

- Plan, carry out, and evaluate work of a health center.

- Solve problems and involve team members in problem solving.

- Make work plans for a health center.

- Assign responsibility to team members.

You will be responsible for making arrangements with your supervisor for an evaluation of your community experience. Practice the skills listed on the Health Team Community Phase Checklist and rate yourself. Then make arrangements with your supervisor to be evaluated on these skills. Plan for continued practice and another evaluation if you do not at first receive a Satisfactory rating.

Unit 1

Working With a Team

STUDENT GUIDE

OBJECTIVES

1. Work as a member of a team.
2. Explain what a team is and why team cooperation is important.
3. Explain what a health team is and how a health team works.

LEARNING ACTIVITIES

1. Read the Student Text and answer the review questions before coming to class.
2. Take part in a Broken Squares team exercise.
3. Discuss the Broken Squares team exercise and your role on the team.
4. In class, review the Student Text.
5. Outline the team concepts learned in this unit.
6. Take part in a role-play exercise.
7. Take part in a class discussion of the role-play exercise, summarizing what you learned in this unit.

1.1 WHAT IS A TEAM?

A team is a group of two or more people who work together for a common objective.

Schoolboys who join to play a game of football form teams. Members of a football team have a common objective: to win the game. But to win the game, the team members must first learn the rules of football and then follow these rules during the game. The whole team suffers a penalty if even one team member breaks a rule. A team that suffers many penalties probably will not win the game. Teams avoid penalties by making sure each team member understands the rules and follows them during the game.

After learning the rules, team members organize. Each team member takes responsibility for playing a certain position during the game. When each person is in his position, the team is organized. The best organized team usually wins the game.

Team members must cooperate during the game. The first responsibility of each team member is to play his position, but he must also cooperate with others on his team during the game. He must be ready to help them any way he can. Cooperation is so important that football teams have a captain, or team leader, who urges team members to cooperate and coordinates the team's play. The key to success for any team is team cooperation.

In summary, the members of a successful football team:

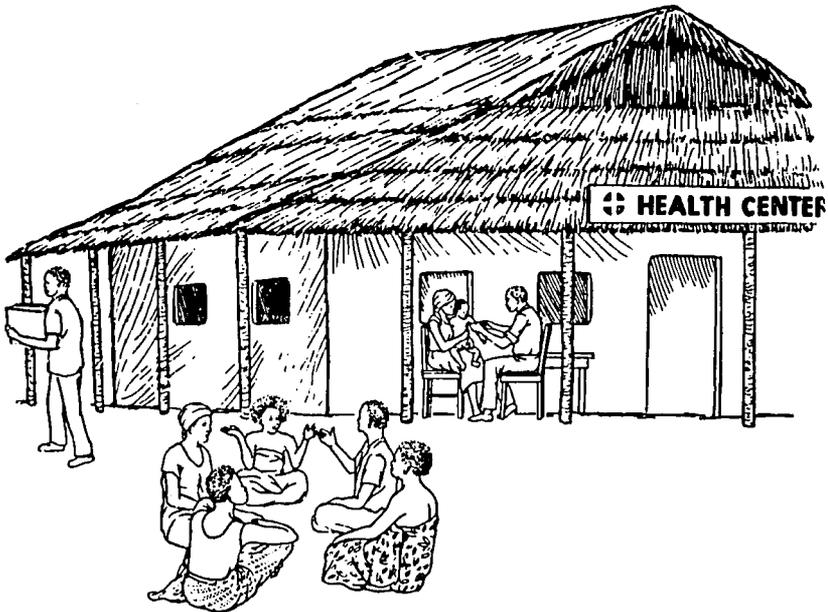
- Share the objective of winning the game
- Know and follow the rules of football
- Organize themselves by assigning each player a position
- Cooperate with each other during the game

A team works as one unit to achieve a common objective. Each person on the team knows the objective and has a job to do that helps the team achieve this objective. Each team member follows rules and cooperates with the other team members. Therefore, we can say that:

- Teams have an objective
- Teams follow rules
- Teams organize themselves
- Team members cooperate

1.2 WHAT IS A HEALTH TEAM?

A health team is a group of people who work together to promote better health in a community. The objective of a health team is to improve the health of the people. Health teams follow rules. These rules are ministry of health policies. The rules describe the types of health services that must be provided and the procedures that must be followed.



Each member of a health team knows what job he is going to do. Health team members must cooperate with each other and help each other provide health services. Health teams, like football teams, have leaders to help coordinate the work of the team. You will be the leader of one of these health teams, a health center team.

In summary, health teams have objectives. Health teams follow rules set by the ministry of health. Health teams organize themselves. They assign jobs to team members. Health team members cooperate with one another to promote better health.

1.3 WHY IS A TEAM USED TO DELIVER PRIMARY HEALTH CARE SERVICES?

A team delivers primary health care services because the services require too much work and too many skills for one person. Working alone, you would not be able to meet all the health needs of local communities. What if six communities in your area wanted you to visit once a week to see patients? You would have to travel every day to a different community. Instead, you could train community health workers to work in those communities. These community health workers would become part of the health team in your area. What if a community asked you to supervise the digging of a well? This project would take a lot of your time. Besides, you might not be qualified to give technical advice on how to dig a well. So, you could arrange for a district health inspector to supervise the well project.

These two examples show why a team is needed to deliver primary health care services. The services require too much work for one person and require more different kinds of skills than one person will have.

1.4 WHAT IS A HEALTH TEAM LEADER?

Think of how the brain organizes and coordinates the work of the human body. A health team leader organizes and coordinates the work of a health team in much the same way.

Some people say that the brain is the most important part of the body. Other people say the heart is the most important part. But all organs of the body, including the brain and heart, must work together. Each organ has its own job to do, but all the organs working together make a healthy body.

The way that the organs of the body work together is similar to the way health team members must work together. Some people say that the leader is the most important member of the team. This is not true. Each of the team members has a job to do. Each job is an important job. For example, one of your jobs as a mid-level health worker will be to provide health care at the health center. You will depend on the cleaner to make sure the center is clean. You will depend on community health workers to refer patients to you. You may depend on another team member to protect the drugs you will use to treat patients. You will depend on team members for support just as they depend on you for team leadership and support. This kind of cooperation makes a health team work.

Help members of your team understand what a health team is and why its members must work together. Health workers who are used to working alone may find the concept of a team and how team members work together difficult to understand. But the more you learn about teams and being a team leader, the more you will be able to help others be good team members, and the better your health team will function.

REVIEW QUESTIONS

Working With a Team

1. A _____ is a group of two or more people who work together for a common objective.
2. TRUE (T) or FALSE (F)
 - ___ A team has an objective.
 - ___ Only the leader of a good team knows the team's objectives.
 - ___ Each team member should concentrate on doing his job well and let the team leader worry about how his teammates are doing their jobs.
 - ___ The team leader is the most important member of a team.
 - ___ Teams have leaders because they need someone to coordinate the work of the team.
3. The key to success for any team is _____ .
4. Describe a health team in your own words.
5. Why is a team used to deliver primary health care services?

EXERCISE 1

Broken Squares

The Broken Squares exercise is a game played by teams. Form teams of five students. Your instructor will give materials to each team and explain the rules of the game. Each team will have an observer to make sure players follow the rules.

Step 1

Play the game as a member of your team. Follow the rules outlined by your instructor. This part of the exercise will last twenty minutes.

Step 2

Rejoin the class. The instructor will lead a discussion of this exercise. You may ask questions and make comments during this discussion.

EXERCISE 2

Explaining the Health Team Concept

SITUATION

An auxiliary nurse arrives at a rural health center. The mid-level health worker explains the nurse's duties to him. The mid-level health worker wants the auxiliary nurse to understand that he is a member of the health center team. He decides to spend a few minutes explaining the team concept to the auxiliary nurse.

Step 1

Take the role of the mid-level health worker. Prepare a brief written outline of what you will say when you explain the team concept to the auxiliary nurse. Work alone. Take fifteen minutes to write this outline.

Step 2

Join two other students. Decide who will first play the role of the mid-level health worker. Then decide who will play the role of the auxiliary nurse. The third student will be the observer. The observer will use a worksheet provided by the instructor to record observations and comments about the role-play.

Step 3

The student playing the mid-level health worker role uses the outline he prepared in Step 1 to explain the team to the auxiliary nurse. During this explanation, which should last about five minutes, the observer fills out the worksheet.

Step 4

The observer reports what he has recorded on the worksheet and leads a five minute discussion based on his observations of the role-play.

Step 5

Switch roles with members of your group. Repeat the role-play until each member has had an opportunity to play all three roles.

Step 6

Rejoin the class. The instructor will lead a class discussion of this exercise. Ask questions and make comments during this class discussion.

Unit 2

Health Teams

STUDENT GUIDE

OBJECTIVES

1. Explain the organization and services of the primary health care system.
2. Describe the responsibilities of district health team members.
3. Describe the responsibilities of the health center team and how team members can help one another.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 10, read the Student Text - Unit 2, and answer the review questions.
2. In class, review the Student Text and Section 10 of the Operations manual.
3. Write a brief outline of your responsibilities as a district health team member.
4. Take part in a role-play of a district health team meeting.
5. Discuss the role-play exercise with the class.
6. Write a brief outline of your responsibilities as a member of the health center team and how you can help other team members.
7. Take part in a role-play exercise of a meeting of a health center team.
8. Take part in a class discussion of the role-play exercise.

2.1 HEALTH TEAMS

The primary health care system has four levels:



A health team works at each level of the primary health care system. At the central level, the team works at the ministry of health headquarters. The minister of health leads this team. He is responsible for setting health policies and coordinating health services in the country.

The health team at the district level works at the district hospital and at health centers in the districts. This team is headed by a district health officer. The district health team plans, coordinates, monitors, and evaluates health services in the district. As a mid-level health worker, you will be a member of a district health team.

The team at the health center level includes everyone working at the health center. As a mid-level health worker, you will lead this team. You will supervise the auxiliary nurse, midwife, guard, cleaner, and any other workers at the health center. You and your health center team will provide primary health care services for the people living in the health center's service area.

The health team at the community level includes everyone in the community working for improved health. This should include everyone in the community, although a community health committee usually coordinates health activities and supervises the community health worker. You will be a member of the community health team. Mid-level health workers visit communities regularly to help the people assess their health needs and to guide and support community health workers. You will probably belong to more than one community health team since each community in your service area will have its own team.

In summary, a health team works at each level of the primary health care system. You belong to three of these health teams:

District health team
Health center team
Community health team

Your most important role as a member of the district health team will be to serve as a link to the health center and the community.

Your most important role on the health center team is to be a team leader.

Your most important role on a community health team is as a resource person who advises and supports the community health committee and the community health worker.

The remaining units of this module deal with the health center team and your role as leader of this team. Do not forget that mid-level health workers are part of a district health team and community health team as well as the health center team.

Study the national primary health care system. Understand the organization of the primary health care system and your role on each of the teams within it. See Section 10 in your Operations manual.

REVIEW QUESTIONS

Health Teams

1. Name the three health teams that you will belong to.

a.

b.

c.

2. Name the four levels of the national primary health care system.

Level 4:

Level 3:

Level 2:

Level 1:

3. TRUE (T) or FALSE (F)

___ A specialty hospital normally admits only referred patients.

___ A mid-level health worker usually does not refer patients to specialty hospitals.

___ The specialty hospitals are the most important health facilities in the country.

___ Communities play an important role in the support of specialty hospitals.

4. A visitor from abroad asks you to describe the national primary

health care services provided in your country. What six primary health care services would you tell him your country provides?

- a.
- b.
- c.
- d.
- e.
- f.

5. Match the health team members with their job responsibilities.

TEAM MEMBER	JOB RESPONSIBILITY
a. Community health worker	___ Advises communities how to build latrines
b. Mid-level health worker	___ Provides preventive health care and simple patient care at the community level
c. Community health committee	___ Sets nursing care standards in a district
d. District nursing officer	___ Provides support for community health workers
e. Guard	___ Provides support and daily supervision for the community health worker
f. District hospital administrator	___ Supervises mid-level health workers in a district
g. District health inspector	___ Runs the district hospital
h. Supervisory mid-level health worker	___ Maintains the health center grounds

EXERCISE 3

District Health Team Meeting

SITUATION

A district health officer meets with his district health team to discuss health problems identified by students during their community assessment exercise. The district health officer wants the team to plan how to solve these health problems. The members of the district health team present are the:

- District health officer
- District public health nurse
- District health inspector
- District hospital administrator
- Mid-level health worker from the health center nearest the community where the assessment took place

YOUR ASSIGNMENT

Join four other students to role-play the meeting called by the district health officer. Your instructor will give you a list of five community health problems identified by your class during its community assessment exercise.

Step 1

Meet with your group. Choose one of the five roles. Take five minutes to review the job description in the Operations manual for the role you choose.

Step 2

Write the responsibilities you, as a member of the district health team, would have for each of the five problems. Write your answer in Column 1 of a worksheet your instructor will provide. You are to work alone, but you may use your Operations manual. You have twenty-five minutes for this part of the exercise. Spend about five minutes on each problem.

Step 3

The district health officer opens the meeting by listing the five health problems he wants the district health team to solve. Work with your group to decide the role of each team member in solving the problems. Write your assigned responsibility in Column 2 of your worksheet. The group has twenty-five minutes for this part of the exercise.

Step 4

Rejoin the class. Compare the responsibilities your group assigned to members of the team with the responsibilities other groups assigned. Discuss the responsibilities of district health team members.

EXERCISE 4

Health Center Team Meeting

SITUATION

The ministry of health has a new health center. The center's mid-level health worker meets with the new health center team to discuss job responsibilities. The team members present at the meeting include the:

- Mid-level health worker
- Community health worker
- Auxiliary nurse
- Midwife
- Cleaner
- Guard

YOUR ASSIGNMENT

Join five other members of the class to role-play the meeting called by the mid-level health worker.

Step 1

Meet with your group. Choose one of the six roles. Review the job description in the Operations manual for the role you choose.

Step 2

Write your specific job responsibilities on a worksheet your instructor will provide. Review other team members' job descriptions and write on your worksheet how you might help them. Also think of ways they might help you, but do not write these ideas down. Work alone during this part of the exercise, but use your Operations manual. You have twenty-five minutes to complete the worksheet.

Step 3

The mid-level health worker team leader opens the meeting. He asks each team member to describe his job and how he can help other team members. The mid-level health worker will be the final team member to describe his job. The mid-level health worker will ask for comments from the group after each team member speaks. Add to your list the group's suggestions on how you can help other team members. The group has thirty minutes for this part of the exercise. The mid-level health worker should make sure that the group spends about five minutes on each job description.

Step 4

Rejoin the class. Discuss the job responsibilities of health center team members. Some students will be asked to report on ways their groups decided that health team members can help one another.

Unit 3

Managing a Health Center

STUDENT GUIDE

OBJECTIVES

1. Explain the importance of management skills and a positive attitude.
2. Analyze work from a manager's point of view.

LEARNING ACTIVITIES

1. Study the Operations manual- Section 11, read the Student Text- Unit 3, and answer the review questions.
2. List four problems you encountered in a previous job.
3. In class, review the Student Text and Section 11 of the Operations manual
4. Analyze four problems you encountered in a previous job.
5. In a small group, discuss problems you had in previous jobs.
6. Take part in a discussion of Exercise 5.

3.1 WHAT IS MANAGEMENT?

Management is working with people to get things done. Management has two parts: working with people, and getting work done.

You will work with supervisors, members of the health center team, and members of the community. You will be responsible for work done at your health center. Your supervisors will expect you to do certain tasks. The community will expect you to provide certain health services. To do these, you must manage your work carefully. See Section 11 in your Operations manual.

3.2 WHY A MID-LEVEL HEALTH WORKER NEEDS TO BE A MANAGER

As a mid-level health worker, you need to be a manager because you will run a health center and oversee health services for a community. You will have to plan and evaluate work. You will have to control the use of your resources. You will have to lead the health center team.

3.3 WHY A MID-LEVEL HEALTH WORKER NEEDS MANAGEMENT TRAINING

Management is a skill. When problems are simple, management is easy. But problems faced by mid-level health workers are sometimes complex and difficult. You need management training to improve your management skills and to learn new management skills.

The mid-level health worker's job is often especially difficult during the first year at a health center. Much work needs to be done. The health center team will probably need training. Supplies may be short. Communications may be poor. This first year is often frustrating and confus-

ing. Management training helps prepare you to cope with this frustration and confusion. It teaches you how to organize your work and how to lead a health team. These skills make your job easier. With practice, your management skills will improve. You will become a better manager. You will get more work done and be a better team leader.

3.4 HOW TO MANAGE A HEALTH CENTER

Managing the work at a health center involves three essential skills:

- Planning the work
- Carrying out the work
- Evaluating the work

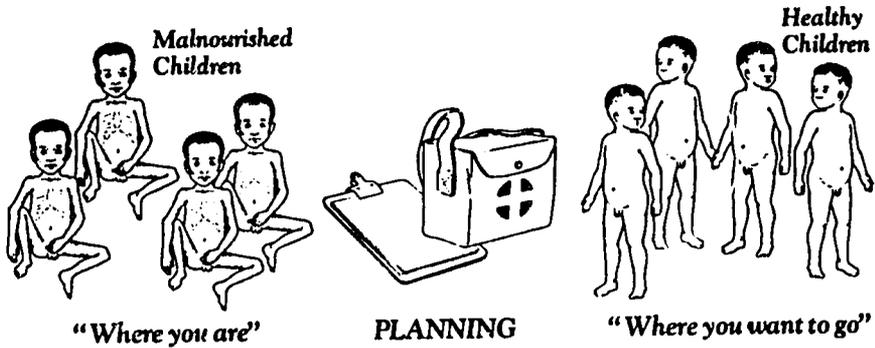
Planning the Work

Planning work is not complicated or difficult. Before you shop for food, you decide what you need to buy. Then you decide where to buy it. This is planning. You might waste time traveling to the wrong shops or you might buy the wrong supplies if you do not plan your shopping trip. Then you would not have enough money to buy the supplies you really need. People waste time and money when they forget to plan.

A mid-level health worker who is in charge of a health center must plan. You cannot manage a health center well without planning its work carefully. Planning means thinking before acting. Planning means deciding:

- What work needs to be done
- Who should do the work
- How the work should be done
- When the work should be done

Planning means looking ahead at what you want to do and deciding the best way to do it. Planning is the route you take from where you are to where you want to go. For example, you may discover that many children in your area are malnourished. This is "where you are." Then you and the health team decide to reduce the number of malnourished children in your area. This is "where you want to go." Planning is the way to get from where you are to where you want to go.



Planning should be based on facts. However, a lack of facts is no excuse for not planning. You must rely on your experience and judgement when planning without facts. Your experience can be especially helpful in these situations. But remember, good planning can never be based on guesswork, wishful thinking, or emotion. Base your plans on facts, experience, and good judgement.

Planning involves these four steps:

- Identify health needs
- Identify health activities to meet the health needs
- Select the best activities
- Decide how to carry out the activities

See Section 11.2 in the Operations manual.

a. Identify health needs

The first step in planning is to identify the health needs in a community. You do this by completing a community assessment survey like the one you did in the first module. This kind of survey will help you identify what health activities your health team should carry out in a community.

As a trained health worker, you will see many health needs. But for you to see health needs is not enough. People in the community must also see their own health needs. You must involve the community in identifying its health needs. People in the community must participate in the community assessment survey. When a community identifies its own health needs, the people are more likely to cooperate with you and the health team in carrying out health activities.

b. Identify health activities to meet health needs

The second step in planning is to identify the health activities that

will help you to meet the health needs already identified by the community. Consider all possible activities. List the resources required for each activity. Resources are the people and materials available to do a task. Your time, knowledge, and skills are your most important resources. Other resources are the health center team, the health center, equipment, supplies, community volunteers, the district health team, and the ministry of health.

c. Select the best activities

The third step in planning is to select the best health activities to carry out in the community. The best activities are those that use the fewest resources to meet the community's health needs.

Consider all the possible health activities before you decide which ones are the best for a community. The health needs and the resources in each community are different. Therefore, the health activities in each community will be different. Select the health activities that meet the particular health needs of a community.

Resources are always limited and health needs are always great. Never waste resources. Select the health activities that use the least amount of resources but still meet the community's health needs.

d. Decide how to carry out the activities

The fourth step in planning is deciding how, where, and when the health activities are going to be carried out and who is going to do them. Work with your team and people in the community to write a simple work plan and work schedule. You are responsible for making sure that everyone follows the work plan and the work schedule.

Carrying Out the Work

Patients, community members, and your health team will judge you on how well you carry out your work. These people often will be unaware of the training and planning you have completed. They will see only the results of your work. You manage both human resources and material resources whenever you work. When you manage an activity, remember:

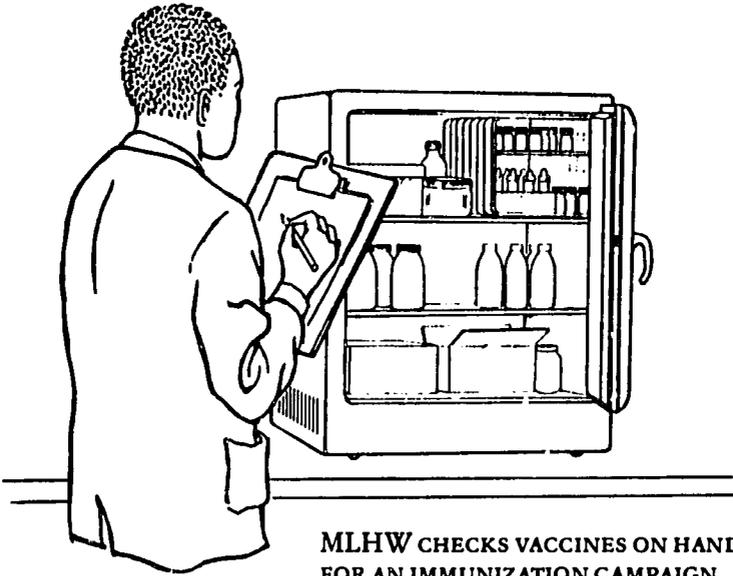
- Assemble your resources
- Protect and conserve your resources
- Use your resources

See Section 11.3 in your Operations manual.

a. Assemble your resources

The first step in doing a job is to assemble your resources. Your resources are the people and materials available to do the job.

First you must assemble your human resources, the people who are going to do the work. This means motivating the health team, motivating members of the community, and even motivating yourself. Second, you must assemble the materials you will need to do the work. For example, you must make sure that supplies are on hand and that equipment is in good working condition. This often means that broken equipment must be repaired or replaced and supplies must be ordered.



**MLHW CHECKS VACCINES ON HAND
FOR AN IMMUNIZATION CAMPAIGN**

As the mid-level health worker in charge of a health center, you will be responsible for assembling the health team, the health center's facilities and equipment, ministry of health resources, and community resources. However, you should encourage the community health committee to assume primary responsibility for assembling community resources.

b. Protect and conserve your resources

The second step in doing a job is to protect and conserve your resources. Once the resources have been assembled, you must protect them so they will be available when you need them. Keep-

ing health center equipment in good repair is a type of protection. Repairs protect the equipment from decay or damage. Other ways to protect your resources are proper handling, storage, and distribution of supplies to prevent misuse and theft.

You must also protect your own mental and physical health and the health of your team members to ensure that your human resources will be available when they are needed. The best preventive health practice is to maintain high morale and job satisfaction among team members.

Conserving resources means using resources wisely and avoiding waste. Asking your supervisor to do something that you can do is an example of a waste of your supervisor's time. Doing some task that another team member can do is a waste of your time. Never waste time or any other resource.

c. Use your resources

The third step in doing a job is to use your resources to carry out the work. You will never have enough resources, so you must use your limited resources wisely. Select the best resources for achieving an objective. For example, a good use of resources would be sending a cleaner to the post office when a letter must be mailed during a busy clinic. Although the cleaner is busy with his work, you will use your resources best by letting his work wait rather than letting patients wait.

Another name for the best use of resources is coordination. You must coordinate the work of the team and the use of materials to get the work done. The "Things to Do List" described in the Operations manual will help you coordinate the work of a team.

Evaluating the Work

You must continually assess what you and your health team are doing and how well you are doing it. This assessment is called evaluation.

An evaluation will help you see if you are making progress toward meeting health needs in a community. Evaluations will identify mistakes and give you an opportunity to correct them. You can learn from mistakes only when you recognize and evaluate them. Evaluation should be a positive, helpful activity. An evaluation should improve the way you and your team work. A good evaluation motivates team members to be more effective health workers.

The four steps in evaluation are:

Gather information

Analyze information

Identify needed improvements

Take corrective action

See Section 11.4 in your Operations manual.

An evaluation is much like diagnosing a patient's illness. A health worker gathers information about the patient and his complaint, analyzes this information, makes a diagnosis, and provides treatment. To evaluate work, you will gather information about the work, analyze the information, identify needed improvements, and make changes to put these improvements into action. As the health worker later checks to make sure his treatment was successful, you will continue to evaluate your work to make sure the changes have improved it. Evaluation gives you a way to improve your work and the work of the health team.

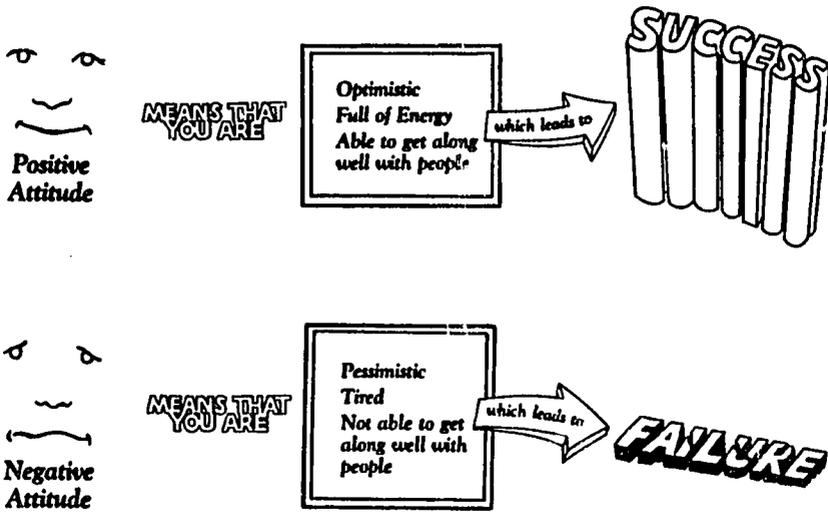
Evaluation is not difficult, but it requires judgement. Good judgement comes only with practice and experience. Your judgement will improve as you gain experience in managing a health center. Your evaluation skills will also improve at the same time.

3.5 THE ROLE OF A POSITIVE ATTITUDE IN MANAGING A HEALTH CENTER

A positive attitude is an essential part of managing a health center. Positive thoughts and positive actions are essential if you are to succeed as the leader of the health team and as the manager of a health center. You cannot motivate yourself or others if you do not have a positive attitude. Without motivation, work does not get done.

You probably already have a positive attitude. This positive attitude will enable you to be a successful mid-level health worker. Your positive attitude will waver at times, so you will sometimes have to work to maintain it. You must maintain a positive attitude because your attitude influences the attitudes of your patients and your fellow workers.

Remember that maintaining a positive attitude is a health team leader's most important skill in managing a health center. Begin now, while you are still in training, to practice your positive attitude.



You have learned how to plan work, use resources, and evaluate work. You have also learned the importance of a positive attitude. Remember that all these are closely related. You cannot do good work without first planning the work, nor can you plan without evaluating the work. A positive attitude helps you in all these activities. Use them together to successfully manage a health center.

REVIEW QUESTIONS

Managing a Health Center

1. The management process has three parts: planning, carrying out, and evaluating work. Draw a simple diagram of the management process showing how these three parts relate to each other.

2. TRUE (T) or FALSE (F)
 - ___ Some mid-level health workers do not need to be managers.
 - ___ Every person has some management skill.
 - ___ Management skills will make a mid-level health worker's job more difficult during the first year.
 - ___ Management skills improve with practice.

3. _____ is the foundation of good management.

4. Write the steps you should follow in planning work.
 - a.

 - b.

 - c.

 - d.

5. Carrying out work involves three steps. What are they?
 - a.

 - b.

 - c.

6. Resources are the _____ and _____ available to do a task.
7. What four steps should you take to evaluate the work you do?
- a.
 - b.
 - c.
 - d.
8. Why is evaluation necessary?
9. Evaluating work requires good judgement. Good judgement comes with _____ and _____.
10. TRUE (T) or FALSE (F)
- ___ Mid-level health workers with a positive attitude are likely to be considerate of patients.
 - ___ A positive attitude is not an essential part of successful management.
 - ___ Once a mid-level health worker develops a positive attitude, it never wavers.
 - ___ A mid-level health worker's positive attitude influences team members in a positive way.
 - ___ A mid-level health worker with a positive attitude is usually uncertain about the value or success of his work.

EXERCISE 5

Analyzing a Job

Step 1

Your instructor will hand out two worksheets. Follow the instructions on **Worksheet A** for Exercise 5. You have twenty-five minutes to complete this part of the exercise. Then put **worksheet A** aside. You will use it in Step 2.

Discuss Unit 3 review questions with the class.

Step 2

Use **Worksheet B** for Exercise 5 to analyze the four problems you listed on **worksheet A**. First write down who was responsible for the problem. Sometimes the answer is both other people and yourself. If so, use both columns to explain your answer.

Second, write whether the problem was caused by the lack of a positive attitude, or the failure to plan, carry out, or evaluate the work. More than one management skill might have been missing. Check the box beside the skills that were missing and explain your reasons. You have thirty-five minutes for this part of the exercise.

Step 3

The class should divide into small groups. Discuss with your group the information recorded on **worksheet B**. When it is your turn, describe one of the problems you listed on **worksheet B**. Select a problem that is unlike one already discussed by another member of your group. Analyze the problem by explaining who was responsible and what was lacking.

When you finish your report, ask the group for questions or comments. Group members are free to challenge the conclusions you reached in your analysis of the problem. Your group will have thirty minutes for this step of the exercise.

Step 4

Rejoin the class. The instructor will lead a discussion of this exercise. Some students will be asked to report to the class on what happened in their group. Did members of the group disagree about the analyses presented? What skills seemed to be most often lacking? Ask questions and make comments during this class discussion.

Unit 4

Supervising a Health Team

STUDENT GUIDE

OBJECTIVES

1. Explain how to discipline team members.
2. Demonstrate how to conduct a motivational interview.
3. Demonstrate how to listen actively.
4. Train a person to perform a simple skill.
5. Support team members by speaking on their behalf.
6. Communicate effectively with a supervisor and with team members.
7. Resolve conflicts within a health team.
8. Demonstrate leadership skills in motivating, communicating, training, supporting, and resolving conflicts among team members.

LEARNING ACTIVITIES

1. Read the Student Text - Unit 4 and answer the review questions. Review and discuss this unit with the class.
2. Take part in five review exercises to practice using leadership and supervisory skills.
3. In class, discuss the five review exercises for this unit and summarize what you learned.

A manager supervises people. In this unit, you will learn skills that will help you supervise a health center team.

Supervision is helping team members do their work. As the leader of a health team, you will be responsible for helping team members do their work.

Supervision calls for special skills in leading and encouraging people. For example, a supervisor must be a good listener and respect other people's ideas. A supervisor must be able to motivate people. A supervisor must be sensitive to people's feelings and be able to resolve conflicts. But above all else, a supervisor must be a leader.

4.1 LEADERSHIP

Leaders plan, organize, and carry out work. Leaders make decisions. They influence people. They have the power to change the way people work. Leaders can do these things because they have authority. In fact, a leader without authority cannot lead. How do leaders get authority? Leaders get authority in two ways. Authority is given to them, or they earn it.

Authority given to a leader by his supervisor or by the position he holds in an organization is formal authority. For example, your supervisor will give you formal authority to make decisions at your health center. Also, your position as mid-level health worker within the ministry of health will give you authority over team members at the health center.

Earned authority is based on your job performance. Your earned authority depends on how well you:

- Guide and support a team

- Use your skills in caring for patients and working with a community

Provide team members with supplies and materials they need to do their work

Keep the team working together to achieve its objectives

If team members think you are doing these things well, they will respect you and have confidence in your leadership. In this case, you will have earned authority in addition to your formal authority.

Remember that your formal authority is given to you, so you will have it immediately. Your earned authority, however, is based on your performance and must be developed slowly. You will need both formal authority and earned authority to be a good team leader.

A person who can earn authority is a leader. Leadership is a skill. Some people naturally inspire confidence and trust. They are natural leaders. But everyone has some leadership ability and everyone can become a better leader by learning leadership skills. You will need five leadership skills to supervise a health team. These leadership skills are the ability to:

- Communicate with team members
- Motivate and support team members
- Discipline team members
- Train team members
- Resolve conflicts among team members

4.2 COMMUNICATING WITH TEAM MEMBERS

The first leadership skill that you need to learn is how to communicate with people. Communication is when one person sends a message to another person. In other words, communication is a sharing of information or ideas. Communication can be either spoken or written.

Supervisors need communication skills because they often receive and send messages. As the leader of a health team, you will communicate with others every day.

One-Way Communication

A message that goes from a sender to a receiver without discussion or question is a one-way communication. For example, when your supervisor gives you an order, he uses one-way communication.



ONE-WAY COMMUNICATION



TWO-WAY COMMUNICATION

A supervisor who uses one-way communication believes that what he is saying is right. He believes his way is the best way to do a task. He believes there is no need for discussion, questions, or an exchange of ideas. He wants people to do what he says.

Two-Way Communication

Two-way communication occurs when the sender and receiver of a message exchange information and discuss ideas. For example, your supervisor uses two-way communication when he asks for your ideas or opinions before he makes a decision. In two-way communication, the sender is a receiver and the receiver is a sender of information.

A supervisor who uses two-way communication believes that other team members have good ideas. He asks for suggestions from team members, and he sometimes accepts their suggestions. He frequently asks questions to make sure that team members understand his messages. He believes that good communication depends on the sender and receiver of the message talking together and sharing information. He is both a sender and a receiver of information.

One-way communication is generally useful only in emergencies, when there is no time for discussion or questions. Two-way communication is better in all other situations. A supervisor using two-way communication is sure that the receiver understands his message. A leader using one-way communication can only assume that the receiver understands his message. However, the receiver may not understand at all. A leader using two-way communication shows respect for the ideas and opinions of other people, which means he

is better able to motivate people. Because two-way communication is more effective than one-way communication, successful supervisors use two-way communication most of the time. You, too, should rely on two-way communication when you are the leader of a health team.

Why do many supervisors always give orders and use one-way communication if two-way communication is so effective? One-way communication is quicker and easier than two-way communication. No one asks questions. The receiver is at fault if he does not understand. The receiver is at fault if work is not done correctly. Two-way communication requires more time and effort. People ask questions and offer their own ideas.

A leader using two-way communication must be a good listener above all else. To be able to listen carefully to the suggestions and comments of other people is not as easy as you may think. Good listening is sometimes called active listening.

Remember that two-way communication requires more time and effort, but it is much more effective than one-way communication. As a leader of a health team, you will use two-way communication. These guidelines will help you communicate with team members:

Make your messages and conversations as clear and simple as possible

Ask for ideas, comments, and suggestions from team members

Listen actively to ideas, comments, and suggestions from team members

Be aware of team members' moods and attitudes that may affect communication

Explain work assignments to team members

Ask team members questions to make sure they understand the message you are sending and that you understand the message they are sending

4.3 MOTIVATING AND SUPPORTING TEAM MEMBERS

Another leadership skill that you need to learn is how to motivate team members. Motivation is the desire to do a job. In Unit 3, you learned that a mid-level health worker must have a positive attitude to manage a health center. Team members must also have a positive attitude to do their jobs well. Team members will develop positive attitudes if their supervisor gives them guidance and encouragement.

As team leader, you must guide and encourage team members in their work. Everyone needs guidance and encouragement. Team members will not be afraid to admit mistakes and ask you for help if they trust you. When you make a mistake, admit it. Team members will respect a leader who admits his mistakes and then corrects them.

Everyone needs encouragement in his work. You are responsible as a team leader to give this encouragement. Encouragement means praising a team member who is working hard. Encouragement means helping and perhaps reassuring a team member who is having trouble. Encouragement also means consoling a team member who has failed or suffered a setback. A supervisor must always be sensitive to the needs of team members. A supervisor must provide whatever type of encouragement is needed. You must show team members that you are interested in them as people as well as in their work. This sometimes means being interested in their personal problems as well as their work problems.

As team leader, you must work closely with team members and do your fair share of the work. Never use team members unfairly. Always be fair and help team members as much as possible. When you help others, they will usually respond by helping you. You will need all the help you can get at times, just as team members will need your help.

Supporting team members may mean defending them in their dealings with ministry of health officials or members of a community. For example, a community leader may complain that a community health worker is not seeing patients in the afternoons. You might defend the community health worker by explaining that you and the community health worker have agreed that he will spend his afternoons making home

visits. Since you have more authority than your team members, you are able to defend them. By supporting team members in this way, you will gain their respect and motivate them to be good health workers.

Five ways you can motivate people are:

Set a good example

Reward good work and help correct poor work

Make people feel they are doing an important job

Make people feel they are taking part in team decisions

Give people new knowledge, skills, and responsibilities

a. Set a good example

The best way to motivate team members is to first motivate yourself. Your team is likely to have a positive attitude when your attitude is positive. Your team is likely to do good work when you set a good example and do good work.

b. Reward good work and help correct poor work

A positive way to motivate people is to reward good work. Rewards are praise, encouragement, a salary increase, or a promotion. Another positive way to motivate people is to help correct poor work. Most people respond better to help than to punishment if they are doing poor work. Therefore, a good supervisor relies on rewards and helpful advice to motivate team members. However, in situations where a team member does not respond to positive motivation, a supervisor must be prepared to use punishment.

c. Make people feel they are doing an important job

Teams and team members must work together like the organs of a body. Every job is important. Make sure team members understand what a team is and how their jobs are important to the work of the team. This will help motivate team members to do their jobs well.

d. Make people feel they are taking part in team decisions

Include team members in planning work at the health center. Including team members in planning helps to motivate them to carry out the work. One of the best ways to motivate your team is to share information and ask team members to help make decisions.

e. Give people new knowledge, skills, and responsibilities

When people first begin a new job, they are usually interested in

the work and highly motivated. But after a time, they sometimes become less interested and even bored. Why? Because most people do not enjoy doing the same job over and over again. They need variety in their work. They need the stimulation of change.

Teach team members new skills and give them new responsibilities to motivate them. Vary the work routine. For example, you may motivate a cleaner by training him to receive and check supplies. Or you may train the guard to communicate simple health education messages to patients visiting the health center. Make team members feel that they are learning new knowledge and skills. When they can do a new task, give them responsibility for it. You will build a highly motivated team this way.

Consider team members' individual differences. For example, some people are highly motivated. They have good ideas, they are skilled, and they are confident. Other people have little motivation. They are poorly trained and do not enjoy their work. Highly motivated workers need little supervision. But you will want to spend more time encouraging and assisting team members with little motivation.

You will probably need experience before you know how to motivate team members. You may find that a person who has a negative attitude and who is not doing his work well is especially hard to motivate. Poor work performance usually means a person is not happy with his job. Other signs that a person is not happy with his job are tardiness, unfriendliness, or a failure to join in team activities. Learn to spot these signs and act quickly. Every team member doing poor work has a bad effect on the entire team.

A supervisor must get along well with other people to motivate team members. As a team leader, you will need to develop and maintain a good personal relationship with each team member.

Learn to understand and accept team members' weaknesses. You also have weaknesses that they must tolerate. Listen to team members and use two-way communication. Remember to be an active listener and to respect team members. Avoid condemning, hurting, or ignoring team members. Remember how you feel when you are condemned, hurt, or ignored.

Keep a sense of humor. Humor helps to promote good relations with people. But never use humor to make fun of team members. Take criticism, accusations, and discourtesies calmly, even if you do not deserve them. Getting angry almost always makes matters worse.

Maintain a positive attitude. You cannot afford to sulk, brood, or carry grudges.

Be honest, straightforward, and fair in your dealings with team members. Never use people unfairly or abuse your power.

Motivated team members have a positive attitude and do their jobs well. A motivated person with a positive attitude pushes himself. A person with a negative attitude needs to be pushed. Team members who push themselves work better than team members you must always push. If you develop a positive attitude in your team and motivate the team members, your job as a supervisor will be much easier.

4.4 DISCIPLINING TEAM MEMBERS

Discipline means to correct poor work or behavior. Discipline is often one of the most difficult and unpleasant parts of a supervisor's job. Punishment is usually the least effective way to discipline. Punishment causes hard feelings, creates a negative attitude, and offers no way for the team member to correct the mistake he has made.

As the leader of a health team, you should use positive discipline, not punishment. Positive discipline corrects a person's bad behavior without punishing him. You will find that helping a person improve is easier than trying to have him transferred or dismissed. Positive discipline corrects a team member's behavior and makes him a responsible member of the health team again.

Discipline is usually not a problem if a team has a positive attitude. Team members who feel that they belong to a good team and that their job is important will work hard. You will not have many discipline problems if you motivate your team. However, as the leader of a health team, you may at times have to discipline team members. When this happens, remember to use positive discipline. Always give the team member a chance to improve. Here are some guidelines to help you discipline team members:

Consider all the facts. For example, what is the past record of this team member? Has he been disciplined before? What are the reasons for his behavior?

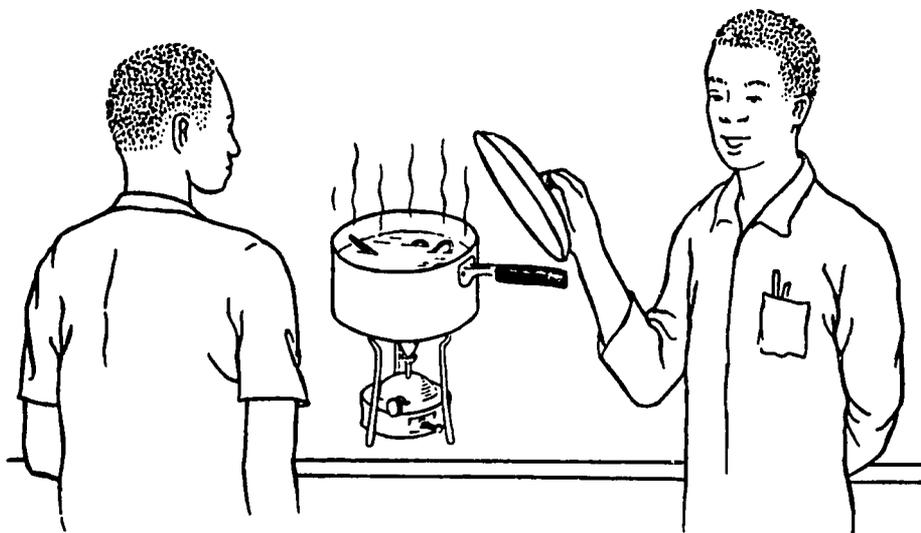
Use positive discipline. Give the team member a chance to improve.

Be consistent and fair. Make sure other team members receive equal treatment. Make sure the discipline is justified. Discuss discipline problems in private. Disciplining a person in front of other team members will cause embarrassment, anger, and resentment.

4.5 TRAINING TEAM MEMBERS

Training means to teach knowledge and skills. When you have completed this mid-level health worker's course, you will receive continuing education and training from your supervisor. This training will be very important to you. Members of your health team need continuing education and training as much as you do. You must provide this training.

The kind of training you can give to your health team will not be classroom courses. Instead, it will be practical, on-the-job training to help



MLHW DEMONSTRATING HOW TO STERILIZE INSTRUMENTS

them improve their skills and perhaps develop new skills. Consider the needs of each member of your health team and the overall needs of the health center. Observe team members' training needs daily. For example, you may observe that the midwife needs refresher training in certain skills and that the cleaner needs to be shown a better way to clean and sterilize instruments.

Most health centers have a small staff and much work to be done. You may want to teach your team members new skills not related to their training but important to the health center. For example, a midwife who has previously worked in a hospital may need training in how to do home visiting so she can follow-up mothers after delivery. Or, the cleaner may be trained to assist in emergencies and to register and control the flow of patients.

Training means showing people how to do things. It means giving people new skills. You are in training at this moment, learning the skills you will need to be a mid-level health worker. The three steps used to teach you new skills in this course are:

Step 1 - Demonstrate the skill

Step 2 - Practice the skill

Step 3 - Test the skill

You can use these same three steps when you train a team member. First, demonstrate how to do the skill. Ask questions to make sure the team member understands what you are doing. Second, let the team member practice the skill under your supervision. He will be slow at first, but be patient. Third, test the team member by having him demonstrate the skill to you.

Most of the training you do will be informal. This means that you will train team members by working with them on a daily basis rather than in special training courses. You may schedule a training session, but most of the training you do will be part of the routine work at the health center.

As the leader of a health team, you will train different types of health workers. Here are some general training guidelines to help you:

Demonstrate skills and then let team members practice them

Be patient

Ask questions to make sure the person understands what you are doing

Do most of your training on an informal, daily basis rather than in special training sessions

4.6 RESOLVING CONFLICTS AMONG TEAM MEMBERS

Conflicts are disagreements. Whenever people work together, disagreements will occur. As the team leader, you will have to deal with these conflicts and resolve them so the team can continue to function.

The best way to deal with conflicts is to prevent them. Good communication helps prevent conflicts. Social and recreational activities can help to prevent conflicts. They give team members an opportunity to relate to each other in social situations. Good planning and a positive attitude also help prevent conflicts. But differences of opinion will occur and some of these differences will lead to conflicts within the team.

The first step in resolving a conflict is to recognize and understand it. Four typical causes of conflict within a health team are:

- Lack of resources
- Poor planning
- Badly organized work place
- Personality conflicts

Some personality conflicts are inevitable, and you should never underestimate the power of personality differences to cause conflict within your team. The way to deal with personality conflicts is to patiently listen to the team members involved. Allow them to express their problems. Understand the conflict from their viewpoint. Your role as team leader is not to decide who is right or who is wrong. Your role is to resolve the conflict so that the team can go on functioning.

No rules for resolving conflicts exist because the people involved and the problems vary greatly. However, you can help team members tolerate weaknesses and imperfections in each other. You can encourage them to communicate and to avoid criticizing each other. Your goal is to resolve conflicts so that the team can go on functioning. You may decide to do this in the presence of other team members or in private, depending on the situation. But take care to maintain the honor and dignity of all team members when resolving a conflict.

As the leader of a health team, you should understand that some conflict within a group is natural, and that it can have positive effects. For

example, by recognizing and coping with differences of opinion, you get new ideas about the team and about the health services. This often leads to improvements in how the work is done and in how the team functions. Conflict can be good for the team. Conflict can lead to changes and improvements. However, conflicts that continue without being resolved lead to stress and bitterness among team members. Unresolved conflicts will eventually destroy teamwork. Your responsibility as team leader is to help team members resolve conflicts as they occur.

Team members will always have differences of opinion. Your role is not to change their opinions. Everyone is entitled to his own opinion. Your role is to resolve conflicts so team members can work together. They may keep their differences of opinion, but they must work together and function as a team.

REVIEW QUESTIONS

Supervising a Health Team

1. TRUE (T) or FALSE (F)

- A manager supervises people.
- A supervisor helps people do their work.
- A person can learn to be a leader in the same way he can learn other skills.

2. A team leader must have authority to lead a health team. Name the two types of authority and how a leader gets them.

a.

b.

3. List five leadership skills needed by mid-level health workers.

a.

b.

c.

d.

e.

4. TRUE (T) or FALSE (F)

When communicating with team members:

- Ignore their moods and concentrate on explaining the message clearly.
- Ask questions to make sure your message is being understood.

- ___ Explain clearly what needs to be done, but do not waste time explaining work assignments to team members.
- ___ Listen carefully to suggestions offered by team members.
- ___ Do not allow interruptions when you are speaking, because this causes confusion and wastes time.

5. Motivation is

6. You have noticed that your health center team seems to be working without the interest it used to have. How could you motivate team members? Describe five ways.

a.

b.

c.

d.

e.

7. Explain positive discipline.

8. Describe three steps in teaching someone a new skill.

Step 1 -

Step 2 -

Step 3 -

9. TRUE (T) or FALSE (F)

- _____ Training team members on an informal, daily basis is a supervisor's responsibility.
- _____ The best way for a supervisor to teach skills is to explain them very carefully to team members.
- _____ If a supervisor is good, he can teach his team new skills quickly.

10. The main reason that a supervisor wants to resolve conflicts among team members is to:

11. Conflict on a health team may be the result of one or a number of causes. What are four causes to watch for?

- a.
- b.
- c.
- d.

EXERCISE 6

Motivating a Team Member

SITUATION

You are a mid-level health worker in charge of a health center. Linda, the midwife, came to the health center six months ago. Linda is a good team member and a hard worker. She supervises prenatal and postnatal services and handles all the deliveries at the health center. Her skills are good and she handles emergencies well. But recently, Linda has shown less and less interest in her work. She has started coming late to work once or twice a week. She seems restless.

You decide to talk with Linda. You know that she is a good midwife. You want her to work the way she did when she first came to the health center.

YOUR ASSIGNMENT

Step 1

The class should divide into groups of three. Each student chooses one of these roles: mid-level health worker, midwife, or observer. In preparing for the role-play, the mid-level health worker should decide how to approach the problem and what to say to the midwife. The observer should review the worksheet before the role-play begins so he can use it to evaluate the performance of the mid-level health worker. The instructor will provide the worksheet for the observer.

Step 2

The student playing the mid-level health worker role interviews Linda, the midwife. The interview should last about fifteen minutes. The observer fills out his worksheet during the interview.

Step 3

The observer reports what he has recorded on the worksheet. He takes fifteen minutes to discuss what he has noted about the role-play.

Step 4

Rejoin the class. The instructor will lead a discussion of this exercise. You may ask questions and make comments during this discussion.

EXERCISE 7

Active Listening

Active listening is careful listening to understand a person's idea or point of view. Active listening is part of two-way communication. Team leaders must be active listeners.

You will practice the role of both a speaker and a listener in this exercise. These six topics will be used in this exercise:

Should auxiliary nurses be allowed to become mid-level health workers? Why?

Should public health nurses supervise mid-level health workers? Why?

Should mid-level health workers promise to work ten years at a rural health center after they complete their training? Why?

Can mid-level health workers meet the health needs of rural communities better than a doctor? Why?

Are male mid-level health workers better than female mid-level health workers? Why?

Should nursing training be required before mid-level health worker training or should anyone be allowed to enter the mid-level health worker program? Why?

Step 1

Divide the class into groups of three. Each student role-plays the speaker, listener, or observer.

Step 2

The speaker selects one of the topics listed above. He takes a minute or so to think of what he wants to say. Then he begins to speak. He speaks for three to four minutes with no interruptions or questions. The speaker must decide how fast to speak and how much information to communicate. The listener and the observer must listen as carefully as possible to what the speaker is saying.

Step 3

When the speaker has finished, the listener must repeat in detail

what the speaker has just said. The observer can stop the listener to make corrections or add information that the listener omits. The total time for speaking and repeating should be about ten minutes.

Step 4

Group members now switch roles and repeat the exercise until each member has played all three roles. Each speaker should select a different topic for his presentation.

Step 5

Rejoin the class. The instructor will lead a discussion of this exercise. You may ask questions and make comments during this discussion.

EXERCISE 8

Training a Team Member

Training is teaching a skill to another person. Training involves communication. Health team leaders must be trainers.

In this exercise, you will practice your training skills by teaching one of your classmates to sign your name just as you sign it.

Step 1

The class should divide into pairs. Each student should have a pencil and paper.

Step 2

Take ten minutes to train your partner to sign your name just as you sign it. Then switch roles. Your partner will spend ten minutes training you to write his signature.

Step 3

Rejoin the class. The instructor will lead a class discussion of this exercise. You may ask questions and make comments about training during this class discussion.

EXERCISE 9

Supporting a Team Member

SITUATION

You are a mid-level health worker in charge of a health center. At a meeting of the health center team, one of your community health workers, Malia, reports a sudden increase in the number of cases of gastroenteritis in her community. During the past week, you also noticed that many people suffering from gastroenteritis were coming to the health center from this community.

The district public health nurse is present at the meeting. You ask her to visit the community, determine the cause of the outbreak, and take action to improve the situation. She agrees, but when she telephones her supervisor, the district health officer, he tells her to carry out a school health program in another part of the district.

The school health program was planned months ago. It is scheduled to begin tomorrow and run for two weeks. The public health nurse says that she may be able to respond to the gastroenteritis problem two weeks from now, after finishing the school health program. You do not like the district health officer's decision and you notice that Malia is also upset about it, although she does not say anything.

You decide to go to the district hospital with the public health nurse to talk to the district health officer. You want him to change his instructions and allow the public health nurse to visit Malia's community without delay to investigate the gastroenteritis problem.

YOUR ASSIGNMENT

Step 1

The class should divide into groups of four. Each student chooses one of these roles: mid-level health worker, district health officer, public health nurse, or observer. In preparing for the role-play, the person taking the role of the mid-level health worker should decide how to explain the problem to the district health officer. The observer should review his worksheet before the role-play begins so he can

use it to evaluate the performance of the mid-level health worker. The instructor will provide worksheets for the observers.

Step 2

The student taking the mid-level health worker's role talks with the district health officer. During their talk, the observer fills out his worksheet. This part of the exercise should last about ten minutes.

Step 3

The observer in each group takes five minutes to summarize what he has recorded on his worksheet.

Step 4

Group members now switch roles and repeat the exercise. The mid-level health worker and the district public health nurse should trade roles. The district health officer and observer should trade roles.

Step 5

Rejoin the class. The instructor will lead a class discussion of this exercise. You may ask questions and make comments during this class discussion.

EXERCISE 10

Resolving Conflicts

SITUATION

You are a mid-level health worker who has just completed training. You took charge of a health center two months ago. The cleaner, who has been working at the health center for four years, has not been friendly since your arrival. He told the midwife that he thinks you are too young and inexperienced to be in charge of a health center.

During these first two months, you have been trying to avoid a direct confrontation with the cleaner, hoping that he will gradually come to accept you as his supervisor. You have not asked the cleaner to do all the jobs assigned to him for fear of starting a problem. But now, the midwife at the health center complains that she cannot do her work properly because the cleaner does not keep the delivery room clean or its instruments sterile. The midwife, while at first cooperative, is becoming unhappy with you because of this situation.

Step 1

Answer the questions on the worksheet. These questions deal with the situation described above. Work alone on this part of the exercise. You have fifteen minutes to complete the worksheet.

Step 2

The class should divide into groups of three. Each student selects one of these roles: mid-level health worker, midwife, or cleaner. In preparing for the role-play, students should take these attitudes.

The mid-level health worker's attitude: "The midwife needs a clean delivery room and sterile instruments to do her work."

The midwife's attitude: "The cleaner needs to be reprimanded for not doing his job."

The cleaner's attitude: "I don't see there is any problem. Besides, the mid-level health worker is too bossy."

The student playing the mid-level health worker's role must conduct the meeting and decide how to present the problem to the group.

Step 3

The mid-level health worker must resolve the conflict. You have twenty minutes for this part of the exercise.

Step 4

Rejoin the class. The instructor leads a discussion of this exercise. Compare the solutions discussed by the class to your own solution recorded on the worksheet in Step 1.

Unit 5

Team Problem Solving

STUDENT GUIDE

OBJECTIVES

1. Describe your attitudes toward health team members and how attitudes affect a team's ability to solve problems.
2. Demonstrate how to solve problems, working alone and as a member of a team.
3. Demonstrate the advantages of solving a problem with a team over solving a problem alone.

LEARNING ACTIVITIES

1. Read the Student Text - Unit 5 and answer the review questions.
2. Review and discuss this unit with the class.
3. List five words that best express your feelings about certain types of health workers.
4. Take part in small group discussion of your feelings about certain types of health workers.
5. Take part in a class discussion of attitudes toward team members and how they affect problem solving by the team.
6. Define and solve two problems described by your instructor.
7. Take part in a small group discussion of solutions to the two problems read by your instructor.
8. Take part in a class discussion of team problem solving.

5.1 WHAT IS A PROBLEM?

A problem occurs when you have a need that is not being met. For example, having no transportation at your health center when you need it would be a problem. A problem also occurs when you want something to change. For example, if you find that the number of infant deaths in your area can and should be reduced, you have identified a problem.

A situation becomes a problem only when someone thinks it can change. For example, a certain community may always have had a high rate of gastroenteritis. The people accept it as normal. For this community, gastroenteritis is not a problem. People say, "That's the way things are," or, "It's not so bad. It's just a little diarrhea now and then." Gastroenteritis only becomes a problem when the community decides to do something about it.

Because of your training, you will see problems that others do not see. Much of your work will involve helping communities and team members identify problems. You have already learned how to identify community health problems. In this unit, we will focus on how to involve the health team in identifying and solving problems.

5.2 HOW TO SOLVE PROBLEMS

Solving problems is not difficult. You solve problems every day. For example, when you get hungry you solve the problem by eating. Health problems are more complex. The process involved in solving health problems resembles the planning process you studied in Unit 3. Solving health problems involves four steps.

Step 1: Understand the Problem

Collect all the facts about a problem so that you understand the problem and its causes.

Step 2: Identify Solutions

Look at all the possible solutions to the problem. Consider the resources available to you.

Step 3: Select the Best Solution

The best solution usually is the one that solves the problem with the fewest resources in the shortest time.

Step 4: Take Action

Take action to solve the problem. Follow-up to make sure the problem has been solved.

5.3 INVOLVING THE TEAM IN PROBLEM SOLVING

A good supervisor always involves his team in solving problems. In fact, the whole team is responsible for solving problems at the health center. The team should be involved in all four steps of the problem solving process.

Some problems cannot be solved by a team. For example, emergency problems need immediate action. You may not have time to consult with all your team members. Minor problems are often solved by the team leader without consulting team members. Solving minor problems would waste their time. You should, however, involve the team in solving most problems.

Why should a mid-level health worker involve the team in problem solving? First, you need the ideas and experience of your team members to help you define the problem and identify possible solutions. Second, you need the active support of team members to solve the problem. The best way to get this support is to involve the team in solving the problem from the start.

How can a mid-level health worker involve the team in problem solving? This depends on your attitude toward the team. If you have faith in your team's ability and you respect team members' ideas and opinions, they will join in problem solving. A team approach to problem solving will never work if the team leader does not respect team members and urge them to help.

Team problem solving also depends on good two-way communication. Conflicting ideas occur with almost every problem. This is natural. A team reveals more than one viewpoint of a problem. The more viewpoints considered, the greater the chance of selecting the best solution to a problem. As team leader, your goal is to select the best solution to the problem. Seek out different viewpoints when your team is trying to solve a problem.

The team approach to problem solving takes time, but the results will be much better than if you try to solve all problems by yourself.

REVIEW QUESTIONS

Team Problem Solving

1. A problem occurs when:
2. Why does a mid-level health worker see problems in a community that the members of the community may not see?
3. Briefly explain each of the four steps in solving a problem.
Step 1:

Step 2:

Step 3:

Step 4:
4. TRUE (T) or FALSE (F)
 Emergency problems can best be solved by a team.
 Team members will take part in solving problems if the mid-level health worker respects their opinions.
 Team problem solving requires good two-way communication.
 Differences of opinion cause conflicts and should be avoided.
 The results of team problem solving are better than the results of individual problem solving.
5. List two reasons why a mid-level health worker should involve the health team in problem solving.

EXERCISE 11

Assessing Attitudes about Team Members

Step 1

Complete the worksheet according to its instructions. You have five minutes for this part of the exercise.

Step 2

The class should divide into groups of four or five. Spend thirty minutes comparing worksheets with other members of your group. Discuss attitudes toward the health team members listed on the worksheet. As a group, decide on the five best words to describe each health team member. Select a group spokesman to report to the full class.

Step 3

Rejoin the class. Group spokesmen report to the class on the word lists developed by their groups. The instructor will lead a discussion of this exercise. You may ask questions and make comments during this discussion.

EXERCISE 12

Problem Solving

Step 1

Your instructor will read a description of Problem 1. Take notes on the worksheet. Determine what the problem is and decide how you would solve it. Write this information on the worksheet. You have ten minutes to complete this problem.

Step 2

Your instructor will read a description of Problem 2. Follow the same procedure as in Step 1.

Step 3

The class should divide into groups of four. Discuss the problems with your group. Decide on the best solution for each problem. Write the group's decision on your worksheet. You have thirty minutes for this part of the exercise, so your group should spend about fifteen minutes on each problem.

Step 4

Rejoin the class. The instructor will lead a discussion of this exercise. Some students will be asked to report to the class on their own solutions to the problems and their group's solutions to the problems.

Unit 6

Team Work Plans and Schedules

STUDENT GUIDE

OBJECTIVES

1. Demonstrate how to plan work as a member of a health team.
2. Explain the effect of team involvement in planning work.
3. Describe how to assign work to team members.
4. Demonstrate how to include the health team in making a weekly work schedule.

LEARNING ACTIVITIES

1. Read the Student Text - Unit 6 and answer the review questions.
2. Review and discuss this unit with the class.
3. Take part in a role-play exercise to plan work.
4. Take part in a discussion of the role-play exercise with the class.
5. Take part in a role-play exercise to delegate work.
6. Take part in a discussion of the role-play exercise with the class.
7. Take part in an exercise to make out a weekly work schedule with a small group.
8. Take part in a discussion of the exercise with the class.

6.1 WHAT ARE WORK PLANS AND WORK SCHEDULES?

Work plans are lists of what work you want to do and how you plan to do it.

Work schedules are tools that tell you who will do the work and when they will do it.

6.2 HOW TO MAKE WORK PLANS

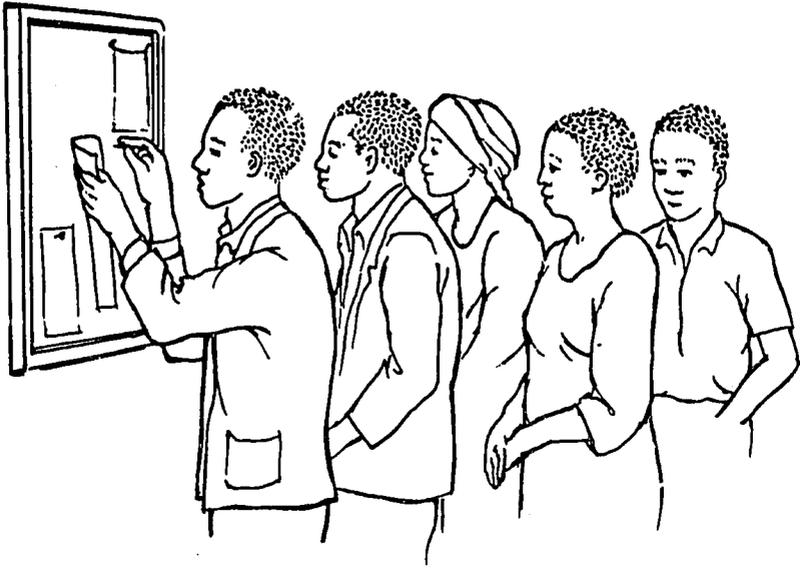
A work plan is a list of health activities which will meet the health needs of a community. Work plans are not formal documents. They are written reminders to you and to other team members of what work needs to be done. A work plan, therefore, lists all the general clinics, maternal and child health clinics, home visits, visits to community health workers, and other activities that need to be done to meet the health needs of a community. See Section 11.2 in your Operations manual.

6.3 HOW TO MAKE WORK SCHEDULES

Scheduling health center work is your responsibility. You should involve the health team as much as possible, however, because work schedules directly affect team members. Involving the health team in scheduling work is one way to make sure that they understand:

- What is going to be done
- How it is going to be done
- Who is going to do it
- When it must be done

When team members understand the answers to these questions, they are better motivated to carry out their work.



Meet regularly with the health center team to discuss work schedules. Team members should understand the health needs of the community and how the work schedules are designed to meet those health needs. Work schedules sometimes involve personal sacrifices for health workers. Team members are more likely to make these sacrifices if they understand the health needs of the community. If a disagreement about the work schedule occurs, then you, as team leader, must make the final decision.

Weekly Work Schedule

Look at the sample weekly work schedule in Section 11.2 of your Operations manual. When you work with your team to prepare a weekly work schedule such as this one, you will have a schedule for the health center. The schedule should be posted in the health center. Also post the schedule in public places such as community centers or schools where people can read it. This way the community will learn the clinic hours and where to find team members if they need them. The community can expect services at the same time each week if you follow your schedule.

You will have to adapt your weekly work schedule to the situation at your health center. For example, do community health workers live close to the health center so you can visit them in one afternoon? If you have a midwife on the team, she can run maternal and child health clinics while you do something else. Or you may want to schedule maternal and child health clinics on market day if many women come to town on that day.

These are a few examples of how local factors can affect a health center's work schedule. Remember that you must adapt the weekly work schedule to fit the community where your health center is located.

Monthly Work Schedule

Keep a monthly work schedule for yourself. List all your work activities for the month on this schedule. Look at the sample monthly work schedule in Section 11.2 of your Operations manual. The monthly work schedule, a calendar of activities, helps you remember all the meetings, visits to community health workers, community projects, discussions with supervisors, and other things that you need to do during the month.

All work schedules are made to help you and the team. Make schedules flexible so you and other team members can respond to unexpected situations, such as visits from supervisors, community meetings, or emergencies.

6.4 SHARING WORK

Scheduling work includes dividing the tasks among team members. As a mid-level health worker, you are responsible for all the work. But you cannot do all the work alone. You must share the work. You must also make sure every team member does a fair share of the work.

Sharing work is delegating, or assigning, responsibility for it. For example, your supervisor assigns responsibility for the health center to you. You may decide to assign some of your responsibility to members of the health team.

The idea of sharing, delegating, or assigning work should be familiar to

you. The idea of training mid-level health workers involves assigning responsibility. A doctor has years of training and can provide care for many illnesses himself. But a mid-level health worker can also care for many of these illnesses. Therefore, the doctor assigns care of some conditions to a mid-level health worker.

Always use as much of each person's training and abilities as possible. You will waste a valuable resource available to you if you do not use a team member's training and abilities.

You are responsible for what happens when you assign responsibility to other team members. Therefore, know your health team members, their training, and their abilities. As you come to know them better and as you train them, you will probably be able to assign more responsibility to them. But remember that every team member, including yourself, must do his fair share of the work.

Assigning responsibility includes assigning freedom to make decisions and to act. A mid-level health worker, for example, cannot say to a community health worker, "I give you the responsibility to teach local women the importance of oral rehydration and how to make the rehydration solution, but ask me before you teach anybody." Either the responsibility is assigned, or it is not. If the community health worker knows how to identify a child in need of rehydration and knows how to teach a mother to make the solution, then he should do it. You would waste the community health worker's ability if you did not assign such responsibility. Never make other team members depend on you for decisions they can make themselves.

REVIEW QUESTIONS

Team Work Plans and Schedules

1. Work plans are:

Work schedules are:

2. TRUE (T) or FALSE (F)

___ You should adapt schedules to local conditions.

___ A weekly work schedule is only a guide, and you should not follow it too closely.

___ A weekly work schedule must be rigidly followed, since the community will come to expect services at the same time each week.

3. Sharing work is called:

4. What is meant by assigning responsibility?

5. TRUE (T) or FALSE (F)

___ A mid-level health worker should not make team members depend on him for decisions they can make.

EXERCISE 13

Planning Work as a Team

SITUATION

The mid-level health worker at a rural health center learns that his health center has been selected to take part in a special adult immunization project. Every adult in three selected villages will be immunized. The health center will have to close for three days, since the entire health team will be needed to work on the immunization project.

A message explaining the project has already been sent to the leader of each village. The health center team meets to plan how to carry out the project and schedule the work.

Two role-play exercises will be held for the meeting called by the mid-level health worker. The first role-play will involve a mid-level health worker who plans the work by himself. The second role-play involves the entire team in planning the work. You may be asked to play a role.

Step 1

The instructor will ask five students to form a group. Each student will choose a role as mid-level health worker, guard, auxiliary nurse, community health worker, or cleaner. The other students in the class will observe the role-play.

Step 2

Students taking roles should study this information.

The mid-level health worker has received instructions on the special adult immunization project. The project will involve the entire health team, but he has not shared this information with anyone.

The mid-level health worker plans all the work at the health center. His attitude toward team members is, "Do what I say and don't ask questions." He knows about the adult immunization program, but has not shared this information with other team members. He calls a meeting of the team and gives these orders:

The health center will close for the first three days of October to carry out an immunization project in Kana, Tolo, and Subu villages

The auxiliary nurse is to coordinate activities in Kana village

The cleaner is to coordinate activities in Tolo village

The community health worker is to notify all people in Subu village of the project and see that they attend the immunization clinic

The guard is to transport supplies to all three villages

The mid-level health worker makes this announcement, then ignores the suggestions and protests of the other members of the team. He wants to end the meeting as quickly as possible and get back to work.

The auxiliary nurse has been promised vacation leave during the first week of October to attend the marriage of a cousin. He plans to protest.

The cleaner plans to protest his assignment to coordinate activities in Tolo village when he is from Kana village and has many relatives there.

The guard plans to protest that he will need an overnight trip to Subu village. He cannot be responsible for the security of the health center on the night he is away.

The community health worker also plans to protest. He knows the people in Subu will not want to cooperate. He knows that the people are still angry about the last time they took part in a special project. They were treated rudely by the visitors then.

Step 3

The student taking the mid-level health worker's role calls the meeting. He announces the special project. The role-play lasts about fifteen minutes.

Step 4

The instructor will ask a second group of students to repeat the role-play. Students who will take part in this second role-play should study this information.

The mid-level health worker has received instructions on the special adult immunization project. He decides to consult with the team about how to carry out this project. At this health center, team members feel free to make suggestions. The mid-level health worker often takes their advice.

The mid-level health worker always involves the team in planning work at the health center. He respects team members' opinions and

finds that they often make good suggestions. He calls a meeting of the team to plan the immunization project. He explains the project and suggests this plan.

- a. The auxiliary nurse should coordinate activities for the village of Kana which has no community health worker.
- b. The cleaner should coordinate activities for the village of Tolo, which has no community health worker.
- c. The guard should be responsible for transporting supplies to all three villages.
- d. The community health worker should coordinate activities for his village of Subu.

After you suggest this plan, you ask for other suggestions from the team.

The auxiliary nurse, cleaner, guard, and community health worker all use the roles described in Step 2.

Step 5

The student playing the mid-level health worker conducts the meeting. The team should agree on a work plan for carrying out the immunization project. This role-play lasts twenty minutes.

Step 6

Discuss this exercise in class. Compare the two role-plays and discuss the effect of team involvement in planning work.

EXERCISE 14

Assigning Work

This exercise involves two situations. In the first situation, the mid-level health worker is skilled and well trained. But he cannot train team members well or assign responsibility to them. As a result, the mid-level health worker works twelve hours a day, seven days a week. The other team members sit around and watch him do most of the work.

This health center has many problems. The mid-level health worker plans a team meeting to talk about these problems. He prepares an agenda to discuss these problems:

Supplies are not ordered on time

Patients often must wait until late in the afternoon to be seen

The mid-level health worker is not visiting community health workers

The health inspector has pointed out that health center trash is not properly disposed

The auxiliary nurse sees the agenda. He plans to suggest at the meeting that he could be trained to do the drug inventory and prepare the drug order for the mid-level health worker to review and sign.

The cleaner plans to suggest that he could help set up equipment and prepare supplies so that the general clinics can start earlier. Patients would not have to wait until late in the afternoon to be seen.

The guard plans to suggest that he could take more responsibility for maintaining the health center and that he could dispose of the trash.

All team members plan to suggest that no clinic services should be scheduled on one day each week. That day could be used for community health worker visits and other community services.

Step 1

The instructor will ask four students to form a group. Each student in the group chooses to play the mid-level health worker, nurse, cleaner, or guard.

Step 2

The student playing the mid-level health worker's role conducts the meeting. After covering the problems on the agenda and hearing the suggestions from the team, the mid-level health worker still has trouble assigning responsibility. He gives these four reasons:

He does not have the time to train the auxiliary nurse to order drugs. Since he would have to review the orders, it would not save much time anyway

He knows how he wants the clinic equipment and supplies arranged. He says it is easier for him to do it himself

The guard cannot dispose of trash because the trash can spread disease. He says he must supervise trash disposal

He cannot even think about closing the health center one day a week to visit community health workers

This role-play will last twenty minutes.

Step 3

A second group of students will do another role-play. This role-play will show how assigning responsibility can be handled differently. The class will discuss this exercise after both role-plays have been completed.

In the second situation, the mid-level health worker assigns almost every responsibility to someone else. He sees himself as a manager only. He is careful not to work more than seven hours a day, five days a week. His team must put in long hours to meet the community's demands for health services. The mid-level health worker now decides that he needs Fridays off to go to the district center to shop for supplies. He calls a team meeting and prepares this agenda:

He needs to take Fridays off to shop for supplies

He plans to stop visiting villages and have the community health workers come to the health center for supervision

He plans to have the auxiliary nurse screen all patients, referring only very serious cases to him

He plans to have the cleaner take over setting up the clinic, dispensing the medicine, and ordering the drugs

He plans to have the guard sweep and clean the health center at night when he is on guard duty

Seeing this agenda, the team is upset.

The auxiliary nurse plans to point out that she is not trained to diagnose and treat patients, but that she could take more responsibility for ordering supplies.

The cleaner plans to express fear about handling equipment and medicines that he does not understand.

The guard plans to point out that he cannot guard the health center buildings and clean at the same time. Also, when he was hired, he had not been told about any cleaning.

All team members plan to make three points. First, the mid-level health worker needs to visit the villages to understand the problems faced by community health workers and to help gain community support for primary health care activities. Second, work at the health center is not fairly distributed. And third, the mid-level health worker is the only team member qualified to treat patients and dispense drugs.

Step 4

The instructor will ask four students to form a group and choose a role as a mid-level health worker, auxiliary nurse, cleaner, or guard. Students taking part in this second role-play review the information for the second situation. The other students will observe the role-play.

Step 5

The student playing the mid-level health worker's role conducts the meeting. After covering the agenda, the mid-level health worker listens to suggestions and criticism from team members. The mid-level health worker must decide how to respond to this criticism. This role-play will last twenty minutes.

Step 6

The class discusses this exercise and compares the two role-plays. You may ask questions and make comments during this class discussion.

EXERCISE 15

Making a Weekly Work Schedule

SITUATION

A mid-level health worker in charge of a health center has called a meeting of the health team to make out a weekly work schedule. The members of the team include the mid-level health worker, auxiliary nurse, midwife, and cleaner.

The ministry of health has issued these guidelines which must be followed when scheduling work at health centers:

General clinics must be held five days a week

Maternal and child health clinics must be held two days a week

Home visits must be made three days a week

Each community health worker must be visited once a week

Step 1

You will join three other students to simulate the meeting called by the mid-level health worker. The instructor will give you a paper that describes the role you are to play. Read your own role description carefully, but do not share its contents with the other members of your group until the role-play begins.

Meet with your group. Take five minutes to review the handout describing your role. Decide how you are going to play your role.

Step 2

Work with the group to make out a weekly work schedule. The mid-level health worker will open the meeting by explaining the worksheet. Groups have thirty minutes to write out a weekly work schedule.

Step 3

Rejoin the class. The instructor will lead a discussion of this exercise. Students who played mid-level health worker roles will be asked to write their group's schedule on the chalkboard.

Unit 7

Evaluating Program and Team Performance

STUDENT GUIDE

OBJECTIVES

1. Demonstrate how to work in a team to evaluate program and team performance.
2. Explain the evaluation process.

LEARNING ACTIVITIES

1. Read the Student Text - Unit 7 and answer the review questions.
2. In class, review this unit.
3. Take part in a role-play exercise to evaluate a maternal and child health program and the performance of the maternal and child health team.
4. Discuss the role-play exercise with the class.

7.1 WHAT IS EVALUATION?

Evaluation is assessing how a person or a program works. The four steps in evaluation are:

- Gathering information
- Analyzing information
- Identifying improvements
- Taking corrective action

You follow these four steps whether you evaluate yourself, your health team, or the primary health care program at your health center. See Section 3.4 in this text and Section 11.4 in your Operations manual.

7.2 EVALUATING TEAM MEMBERS

As the leader of a health team, you will be responsible for evaluating the work of all team members. The purpose of evaluating team members is to improve the team's work. You first have to gather information by:

- Observing team members
- Talking with team members
- Reviewing personnel records
- Observing yourself

Observing Team Members

Observing team members is one of the best ways to find out how they are doing their jobs. Notice whether they are interested in their work. Notice whether they do their work well and whether they complete their work. Observe whether the patients and the community are satisfied with the services. Here are a few questions you can answer by observing team members:

Are team members satisfied and interested in their work?

Do team members have a positive attitude?

Are team members improving their knowledge and skills?

Do team members ask you to help them?

Do team members take an active part in meetings and discussions?

Do team members relate well with each other, with patients, and with members of the community?

You can gather more information by talking with team members whose work needs improvement.

Talking with Team Members

Talking with team members really means listening to team members. You cannot learn anything while you are talking. Ask team members about any problems you have noticed. You might ask why a team member seems uninterested in his work. You might ask him why he comes to work late. Ask for ideas about how you can help him improve his work. Always talk with team members in a friendly and supporting manner. Remember, the best way to communicate with people is to listen to them.

Reviewing Personnel Records

Keep a personnel file for each team member. Personnel files should contain evaluations written for each team member every year. Reviewing these personnel files and other records will give you more information about team members.

Observing Yourself

You must not only observe and evaluate the work of other team members, but you must also observe and evaluate your own work. Not many people look objectively at how well they work. You probably seldom take the time to study yourself. Do you consider your own feelings, attitudes, and goals? Do you assess your own reactions to work problems? You must learn to do all these.

Self-evaluation is sometimes easier when you are away from your job. You can see your work more clearly from a distance. Ask yourself these questions:

Am I repeating mistakes in diagnosis or treatment?

Have I referred patients I could have treated myself?

Have I tried to treat patients who I should have referred to a doctor?

Am I unsure of my diagnoses?

What treatments do I feel unsure about?

What parts of my job do I like best or least? Why?

Am I completing all forms, records, and reports? If not, why not?

Am I planning and scheduling work with team members' help?

Have team members accepted me as the team leader?

Am I satisfied with my work?

Do I have a positive attitude?

You can see how other team members view your work by observing yourself. You can improve your performance and the team's performance by evaluating the attitude and behavior of other people toward you. Complete this table:

	Positive	Neutral	Negative
The community's attitude toward me is			
The patients' attitudes toward me are			
The team's attitude toward me is			
My supervisor's attitude toward me is			

You can evaluate neutral or negative attitudes or behavior by talking with the people involved.

You can take action on a work problem after you have gathered and studied information about the team, and identified needed improvements. You must then work with team members to correct any problem. This means talking with team members, agreeing on changes that need to be made, and deciding how changes will be made. The purpose of an evaluation is to improve the performance of team members. The evaluation is a waste of time if you do not correct problems you identify.

7.3 EVALUATING TEAM PERFORMANCE

You evaluate the work of a team in much the same way as you evaluate team members. Observe the team, and ask team members to observe it. Ask the team members to evaluate how well their team works. You might ask these questions during a team evaluation meeting:

Do team members respect one another and help one another?

How does the team respond in an emergency?

Can the team work together to plan and carry out work?

Does the team have a positive attitude?

Is the team always trying to improve and provide better services?

A team can identify weaknesses and areas that need improvement by evaluating its own work. But the team must be ready to improve its performance, or the evaluation will be a waste of time.

You can evaluate a team's work by evaluating how well its primary health care program is carried out. This type of evaluation, called program evaluation, is described in the next section.

7.4 EVALUATING PRIMARY HEALTH CARE ACTIVITIES

Evaluating primary health care activities is a way of measuring progress toward meeting the health needs of a community. Evaluation of primary health care activities should be as simple as possible. It should not make more work for anyone. Plan your program evaluation at the same time you plan how to carry out the work.

As a mid-level health worker, you will identify the health needs in a community. You will later plan a program or activity to meet the health needs you identified. This program will include objectives. One objective might be to hold maternal and child health clinics twice a week at the health center. After the program begins, you will want to evaluate

whether the program is meeting its objectives. You and the health center team will take action to improve the performance of the program if it is not meeting its objectives. You need to continuously evaluate a health program to make sure it is meeting its objectives.

Three ways to gather information to evaluate a program are:

Observing the program

Talking with people

Reviewing records, reports, and statistics

Observing the Program

One way to evaluate a program is to observe it in action. Here are a few questions you can answer by careful observation:

Do health workers like the program?

Are community leaders happy with the program?

Does the community take part in the program?

Is the health center and its equipment in good repair?

Do you have enough supplies?

Do you have transportation and a means of communication?

Are records complete?

If you see areas where program work seems poor, talk with people about it.

Talking with People

Talk to everyone involved in the program. Ask them how well they think the program works. Ask them to explain any problems you have seen. Are community leaders unhappy with the program? Why? Why do you not have enough supplies? Do not limit your contacts to health workers. Talk with people who use the health services: mothers, children, patients, and community leaders. Remember that the best way to talk with people is to listen to them.

Reviewing Records, Reports, and Statistics

Records, reports, and statistics give you a picture of the program that is not affected by personal feelings. They give you information on trends and changes that are occurring. Trends indicate the direction in which the program is going. Trends are important because they can indicate whether or not a program is working well. They can give you early warning signals that help you spot a problem before it has a chance to become serious. Look for trends in health records,

reports, and statistics that indicate the direction in which the program is going.

Evaluating program performance is not easy, even if you observe the program, listen to people, and review records, reports, and statistics. Some evaluation measures are not available, or are hard to get. For example, your team may have identified measles as a major problem and started a measles immunization program. To evaluate this program by measuring the decrease in the number of cases of measles in your area seems logical. But since not all measles cases are reported, this simple measure would not give an accurate picture of the effectiveness of your measles immunization program. Ask your supervisor to help you select reliable measures to evaluate the effectiveness of programs at your health center.

The ministry of health collects some statistics to measure program performance. You should use these statistics to evaluate the program at your health center. You can study the statistics collected at your own health center each month and look for trends.

For example, you compare several of your Monthly Patient Reports and find that the number of women coming for prenatal services is declining. You and the health team begin to promote prenatal care in the community. You talk to the mothers' club and make home visits to women who are pregnant. Several months later you compare the Monthly Patient Reports again and find that the number of women attending prenatal services is now increasing. This is an example of using evaluation to improve the primary health care program at your health center.

The purpose of program evaluation is not to collect and analyze information. The real purpose of evaluation is to take action to improve the health program.

REVIEW QUESTIONS

Evaluating Program and Team Performance

1. Evaluation is:

2. Evaluation is a process that involves four basic steps. What are they?
 - a.
 - b.
 - c.
 - d.

3. TRUE (T) or FALSE (F)
 - ___ Mid-level health workers are responsible for evaluating the performance of health team members.
 - ___ The purpose of evaluation is to frighten team members and make them work hard.

4. You can gather information to evaluate health center team members in several ways. List four of these ways.
 - a.
 - b.
 - c.
 - d.

- 5. Evaluating primary health care activities is a way of:**

- 6. You will want to know whether the programs you develop are meeting the objectives you set. Write three ways you can find this information.**
 - a.**

 - b.**

 - c.**

EXERCISE 16

Evaluating Program and Team Performance

The mid-level health worker has called a meeting of the health center team to review statistics on the health center's maternal and child health program. The mid-level health worker wants the team to study the statistics and identify improvements that can be made in the maternal and child health program. The members of the health center team present at the meeting are:

- Mid-level health worker
- Midwife
- Community health worker from West Village
- Community health worker from South Village

The district public health nurse is visiting the health center. She also attends the meeting.

You will join four other members of the class to role-play the meeting. The instructor will give you a paper describing the role you are to play. Read about your own role, but do not share its contents with the other members of your group until the role-play begins.

Step 1

Meet with your group. Each student chooses one of the five roles. Take five minutes to read your role description. Decide how you are going to play your role.

Step 2

The mid-level health worker opens the meeting by welcoming the public health nurse. He explains that the purpose of the meeting is to evaluate the maternal and child health program. The mid-level health worker presents the statistics on his role description sheet and then asks the midwife to present her statistics. Then the public health nurse presents his statistics. All team members contribute to the analysis of the information and to the identification of improvements. Your group will have twenty-five minutes for the role-play.

Step 3

Rejoin the class. The instructor will lead a discussion of this exercise. Several students will be asked to explain the improvements identified by their groups. You may ask questions and make comments during this class discussion.

Unit 8

Working with the Health Team; Community Phase

STUDENT GUIDE

ENTRY LEVEL

Before you start your community experience, you must have passed a test of your knowledge and skills in working with health teams with a score of at least 80%.

OBJECTIVES

1. Work as a member of the district health team and the health center team.
2. Plan, carry out, and evaluate the work of a health center.
3. Solve problems and involve team members in problem solving.
4. Make work plans for a health center.
5. Assign responsibility to team members.
6. Make work schedules for a health team.
7. Evaluate team work and the primary health care program.
8. Supervise a health team.

LEARNING ACTIVITIES

Your community experience will last three months. During this time, in addition to providing clinical services, you will be expected to carry out these activities:

1. Take part in and lead health team activities.
2. Work with a health team to plan work by identifying health needs, identifying health activities to meet these needs, selecting the best activities, and deciding how to carry out the activities.

3. Work with the health team by assembling resources, protecting and conserving resources, and by using resources.
4. Work with the health team to evaluate the program and team work by gathering information, analyzing information, identifying needed improvements, and taking corrective action.

EVALUATION

During your community experience, both you and a supervisor will evaluate your work with a health team at a health center. This supervisor may be a member of the training staff who will come to visit you or someone at the site where you are doing your community experience.

When you arrive at the site where you will do your community experience, talk with the staff working there. Explain the purpose of your community experience. Explain that you are expected to meet certain learning objectives while you are there. Describe how you plan to accomplish these objectives without upsetting the normal activities of the health center. Ask them if your plan is reasonable and whether they can help you accomplish your objectives.

Practice the skills outlined in the Health Team Community Phase Checklist included in your community experience logbook. You will be evaluated on them. As you practice each of the skills, give yourself a rating. Arrange to be evaluated on these skills by the supervisor. You will be expected to get at least a Satisfactory rating on all the skills outlined in the checklists. If you are not able to get a Satisfactory rating on some of the skills, discuss with your supervisor plans for continued practice and another evaluation.

**WORKING WITH
SUPPORT SYSTEMS**

The MEDEX PRIMARY Health Care Series

**WORKING WITH
SUPPORT SYSTEMS**

Student Text

© 1982

Health Manpower Development Staff
John A. Burns School of Medicine
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101

TABLE OF CONTENTS

TASK ANALYSIS TABLE	9
SCHEDULE	15
INTRODUCTION	19

UNIT 1

Drugs and Medical Supplies

Student Guide	22
Definition of Drugs and Medical Supplies	23
Importance of Drugs and Medical Supplies	23
Ministry of Health Drug and Medical Supply System	24
Other Sources of Drugs and Medical Supplies	27
Storage and Protection of Drugs and Medical Supplies	28
Review Questions	29
Exercise 1: Drug Inventory and Data Collection at a Health Center	31
Exercise 2: Solving Drug and Medical Supply Problems	32

UNIT 2

General Supplies

Student Guide	33
Definition and Sources of General Supplies	34
Government Supply System	34
Local Purchase of General Supplies	35
Review Questions	38
Exercise 3: Filling Out an Order Form	40
Exercise 4: Receiving a Supply Order	42

UNIT 3

Facilities and Equipment Maintenance

Student Guide	44
Facilities and Equipment at Health Centers	46
Maintaining Facilities and Equipment	46
Repairing Facilities and Equipment	48
Inventorizing Facilities and Equipment	49
Reporting Loss, Theft, or Damage of Facilities and Equipment	50
Review Questions	51
Exercise 5: Using the Inventory, Preventive Maintenance, and Repair Forms	53
Exercise 6: Operating, Maintaining, and Repairing Facilities and Equipment	55
Skill Checklist	56

UNIT 4

Transportation

Student Guide	58
Transportation Resources	60
Transportation Needs	64
Transportation Problems	66
Review Questions	67
Exercise 7: Making an Emergency Transportation Plan	70
Exercise 8: Solving Transportation Problems	72
Exercise 9: Operating and Maintaining Bicycles and Motorcycles	74
Skill Checklist	75

UNIT 5

Communication

Student Guide	77
Uses of Communication in Primary Health Care	78
Communication Resources	79
Review Questions	85

Exercise 10: Writing a Letter	86
Exercise 11: Writing a Telegram	88
Exercise 12: Operating, Maintaining, and Repairing a Two-Way Radio	89
Skill Checklist	90

UNIT 6

Personnel

Student Guide	91
The Personnel System in Primary Health Care	93
Recruitment, Selection, and Orientation	94
Leave and Leave Procedures	95
Performance Evaluation	95
Disciplinary Action and Grievance Procedures	97
Review Questions	99
Exercise 13: Recruiting and Selecting a Guard	105
Exercise 14: Making an Annual Leave Roster	106
Exercise 15: Evaluating Job Performance	108
Exercise 16: Solving Disciplinary Problems	109

UNIT 7

Finance

Student Guide	110
The Financial System in Primary Health Care	111
Revenues	113
Expenditures	113
Review Questions	116
Exercise 17: Accounting for Cash Receipts	119
Exercise 18: Applying for Travel and Subsistence Allowances	120

UNIT 8

Health Information

Student Guide	122
Health Information	124
Uses of Health Information	125
Types of Health Information Records	127
Review Questions	129
Exercise 19: Using Patient-Held Cards	131
Exercise 20: Using the Health Center Books	132
Exercise 21: Filling Out a Monthly Patient Report	134

UNIT 9

Managing the Work Place

Student Guide	135
Organizing the Work Place	137
Review Questions	140
Exercise 22: Organizing the Work Place	144
Exercise 23: Evaluating the Work Place	149

UNIT 10

Working with Support Systems; Community Phase

Student Guide	152
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10

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
<p>3. Manage the facilities and equipment maintenance system in the health center</p>	<p>2.2 Inventory, order, receive, and inspect general supply items from ministry of health sources</p> <p>2.3 Purchase general supplies from outside the ministry of health</p> <p>2.4 Store and protect general supplies</p> <p>3.1 Operate health center facilities and equipment</p> <p>3.2 Inventory, maintain, and repair health center facilities and equipment</p> <p>3.3 Organize a community to repair health center facilities and equipment</p>	<p>2.2.1 The procedures and form for inventorying, ordering, issuing, and receiving general supplies</p> <p>2.3.1 Reasons for making local purchases</p> <p>2.3.2 The procedures and form for purchasing supplies locally</p> <p>2.4.1 The procedures and form for the storage and protection of general supplies</p> <p>3.1.1 The operating instructions for health center facilities and equipment</p> <p>3.2.1 The procedures and forms for inventorying and carrying out preventive maintenance on facilities and equipment</p> <p>3.3.1 How to work with a community</p>

107

Work Requirements DUTIES	Training Requirements	
	SKILLS	KNOWLEDGE
4. Manage the transportation system at the health center level	3.4 Request repairs from government workshops and approve completed repair work	3.4.1 The procedures and form for repairing facilities and equipment
	3.5 Report loss, theft, or damage to government property	
	4.1 Survey transportation resources in the community	4.1.1 The procedures for surveying transportation resources
	4.2 Write out a transportation schedule and develop an emergency transportation plan	4.2.1 The procedures and form for developing a transportation schedule and an emergency transportation plan
	4.3 Analyze and solve common transportation problems	4.3.1 Guidelines for solving common transportation problems
	4.4 Operate and maintain bicycles and motorcycles assigned to the health center	4.4.1 The procedures and forms for operating and maintaining bicycles and motorcycles and for reporting accidents
5. Manage the communication system at the health center level	5.1 Survey communication resources in the community	5.1.1 The procedures for surveying communications resources

11

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Work Requirements

DUTIES

6. Manage the personnel system at the health center level

7. Manage the financial system at the health center level

Training Requirements

SKILLS

- 5.2 Communicate by letter, memo, messenger, telephone, and telegram
- 5.3 Operate, maintain, and repair two-way radio equipment
- 6.1 Recruit, select, and orient locally hired personnel
- 6.2 Schedule staff leave
- 6.3 Evaluate employee performance
- 6.4 Take disciplinary action and handle employee grievances
- 7.1 Submit needs requests for preparation of the annual budget

KNOWLEDGE

- 5.2.1 Guidelines for communicating by letter, memo, messenger, telephone, and telegram
- 5.3.1 Guidelines for communicating by two-way radio
- 6.1.1 Job descriptions and procedures for recruiting, selecting, and orienting personnel
- 6.2.1 Types of leave; and policies, procedures, and forms for scheduling leave
- 6.3.1 Guidelines and form for annual performance evaluation
- 6.4.1 Guidelines, procedures, and form for taking disciplinary action and for handling grievances
- 7.1.1 Budgeting procedures

Work Requirements

DUTIES

8. Manage the health information system at the health center level

Training Requirements

SKILLS

- 7.2 Supplement the budget at the health center level with community support
- 7.3 Collect, record, store, and transfer money
- 7.4 Use the payroll system
- 7.5 Complete and submit vouchers for the reimbursement of travel, subsistence, other official expenses, and for the advance of funds
- 8.1 Gather, record, and report health information using medical shorthand where possible for
 - patient-held cards
 - health center books
 - report forms

KNOWLEDGE

- 7.2.1 Policies regarding community support of the health center
- 7.3.1 Policies, procedures, and forms for collecting fees and handling money
- 7.4.1 Policies and procedures for the payroll system
- 7.5.1 Policies, forms, and procedures for the advance of funds and for requesting reimbursement of allowable expenses
- 8.1.1 The medical shorthand symbols and the guidelines, procedures, and forms for recording and reporting health information

13

110

Work Requirements
DUTIES

9. Manage the work place

Training Requirements

SKILLS

KNOWLEDGE

- 9.1 Organize the staff, facilities, and equipment of the health center to provide the best possible service and to make work easier
- 9.2 Organize and maintain health center records
- 9.3 Arrange protection for the health center
- 9.4 Write Handing-Over Notes which include information and recommendations for your successor, and an account of all government property
- 9.5 Evaluate the management systems supporting the health center

- 9.1.1 The principles of organizing an effective health center
- 9.2.1 Policies and procedures for organizing and maintaining health center records
- 9.3.1 Policies and procedures for protecting the health center
- 9.4.1 Policies and procedures for transferring responsibility for a health center
- 9.5.1 The checklists and procedures for evaluating health center management systems



SCHEDULE
WORKING WITH SUPPORT SYSTEMS

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Introduction to Working with Support Systems module</p> <p>Drug inventory and data collection at a health center</p> <p>Clinic visit</p>	Filling out an order form	<p>Using the inventory, preventive maintenance, and repair forms</p> <p>Operating, maintaining, and repairing facilities and equipment</p>	Operating, maintaining, and repairing facilities and equipment	Solving transportation problems
	Receiving a supply order		Making an emergency transportation plan	Operating and maintaining bicycles and motorcycles
Solving drug and medical supply problems				

15

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Operating and maintaining bicycles and motorcycles	Operating, maintaining, and repairing a two-way radio	Recruiting and selecting a guard	Evaluating job performance	Accounting for cash receipts
Writing a letter Writing a telegram	Operating, maintaining, and repairing a two-way radio	Making an Annual Leave Roster	Solving disciplinary problems	Applying for travel and subsistence allowances

DAY 11	DAY 12	DAY 13	DAY 14	
Using patient-held cards	Organizing the work place	Evaluating the work place	Evaluating the work place	
Using the health center books	Organizing the work place	Clinic visit Evaluating the work place	Evaluating the work place	
Filling out a Monthly Patient Report			Posttest	

17

Community phase: three months

114

Introduction

You have nearly completed the module phase of your training. However, before you begin your community experience, you must study the management systems which support the primary health care services at a health center.

The Health Center Operations manual contains the official policies, procedures, and forms related to the support systems activities. You must study the Operations manual carefully in order to successfully complete the review questions and the exercises in the Working with Support Systems module. Activities in the Working with Support Systems module will help you learn how to use the resources at the health center level to provide effective primary health care services. These activities will take place in the classroom and in a health center.

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. You will study the units in order, from Unit 1 to Unit 9. Your instructor will make special arrangements for Unit 10, which will take place in a health center and in a community.

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

- Study the Operations manual, read the Student Text, and answer the review questions

- Read the handouts from the instructor and look through the forms and worksheets that you will be using in class

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

The instructor will discuss the review questions and answer any other questions you have in class.

This module will help you build your knowledge and skills in the area of managing the daily operations of a health center. Your instructor will evaluate you in order to measure your progress. If your progress does

not meet the standard, you will be given more time to learn the subject. Your instructor will use the performance records and the Support Systems Community Phase Checklist to measure your progress. Look at these performance records to prepare for your evaluation.

EVALUATION Level I

You will have fourteen days of classroom and field experiences related to working with support systems. Then you must pass a written test of your knowledge about working with the support systems and your skill in filling out the necessary health center forms. You must pass this test with a score of at least 80%.

You must also receive Satisfactory ratings on your ability to:

- Operate health center facilities and equipment correctly

- Do the preventive maintenance jobs listed in Section 3.2 of the Operations manual

- Do the repair jobs listed in Section 3.6 of the Operations manual

- Operate a bicycle and motorcycle

- Do the maintenance and repair procedures for bicycles and motorcycles listed in Sections 4.7 and 4.8 of the Operations manual

EVALUATION Level II

Since there is no clinical rotation phase of training for the Working with Support Systems module, there is no Evaluation Level II.

EVALUATION Level III

During your three months of community experience, you must receive Satisfactory ratings on your ability to follow procedures outlined in the Operations manual for managing a health center's:

- Drug and medical supply system

- General supply system

- Facilities and equipment maintenance system

Transportation system
Communication system
Personnel system
Financial system
Health information system
Work place

You should practice the skills outlined in the Support Systems Community Phase Checklist and give yourself a rating. Then make arrangements for your supervisor to evaluate you on these skills. If you do not get a Satisfactory rating the first time, discuss with your supervisor plans for continued practice and another evaluation.

117

Unit 1

Drugs and Medical Supplies

STUDENT GUIDE

OBJECTIVES

1. Explain the drug and medical supply system at the health center level.
2. Prepare an inventory of drugs and medical supplies in a health center.
3. Write out an order for drugs and medical supplies using the Inventory, Order, Issue, and Receipt form.
4. List two drug and medical supply problems that occur at a health center.
5. Investigate storage and protection procedures used in a health center's drug and medical supply storeroom.
6. Analyze drug and medical supply problems and ways to solve or cope with them.
7. Recommend improvements in storage and protection procedures for drugs and medical supplies at a health center.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 1, read the Student Text - Unit 1, and answer the review questions.
2. In class, review the Operations manual and Student Text.
3. Visit a health center and gather information about its drug and medical supplies.
4. Use this information to prepare an inventory and order for drugs and medical supplies.
5. Take part in a group review and class discussion of drug and medical supply problems and ways to solve or cope with them.

1.1 DEFINITION OF DRUGS AND MEDICAL SUPPLIES

Drugs are substances which are used to treat patients and to prevent illness. Drugs come in many forms including tablets, capsules, solutions, ointments, and injections.

Medical supplies are items which you use along with drugs to provide curative and preventive services. Medical supply items include such things as bandages, needles, and suture materials.

1.2 IMPORTANCE OF DRUGS AND MEDICAL SUPPLIES

Effective primary health care services, including preventive services, depend on an adequate and dependable supply of essential drugs and medical supplies. You will not be able to provide good health care if you run out of drugs and supplies. Patients will suffer.

Having adequate drugs and supplies can mean the difference between life and death for some patients. This is especially so at rural health centers where no other health care is available. You must make sure that there is an adequate stock of drugs and supplies in your health center at all times. This is one of your most important responsibilities. Keep this stock in good condition and ready to use. It should not include any damaged or outdated items.

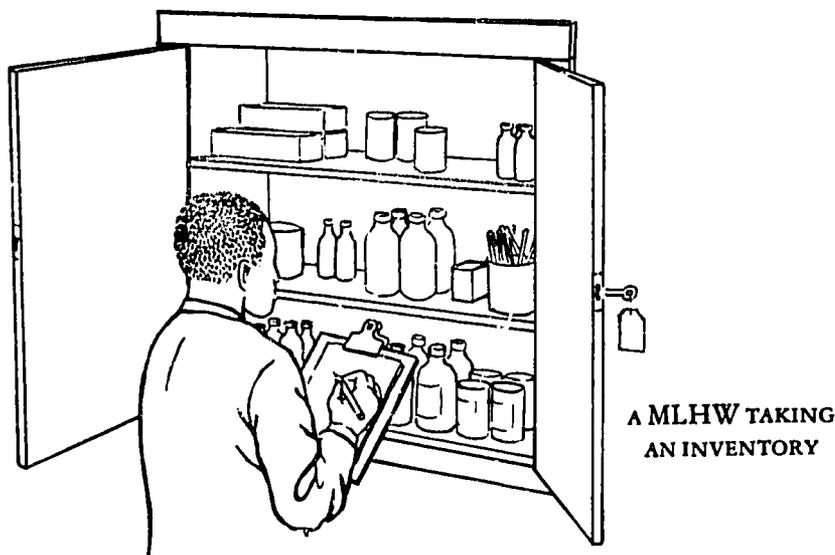
1.3 MINISTRY OF HEALTH DRUG AND MEDICAL SUPPLY SYSTEM

The center of the ministry of health drug and medical supply system is the central pharmacy. It is the primary source of drugs and medical supplies for all ministry of health facilities. You will be responsible for maintaining adequate levels of drugs and medical supplies at your health center. To do this, you will order drugs and supplies from the central pharmacy.

Standard List of Drugs and Medical Supplies and Authorized Stock Levels

You and your supervisor will work together to calculate an authorized stock level for each item on the Standard List of Drugs and Medical Supplies. An authorized stock level is the quantity of a drug or supply item which should be kept at a health center. Authorized stock levels vary from one health center to another. For example, you will need to stock drugs for community health workers if your health center is supplying community health workers in the outlying villages. The authorized stock levels for these drugs will be higher at your health center than at other health centers which are not supplying community health workers. Your supervisor will authorize higher stock levels if your health center is located in a remote area where drugs and supplies are not delivered regularly. This reduces the risk that you will run out of essential drugs between deliveries.

You will work with your supervisor to set appropriate stock levels for your health center before you begin work. Your supervisor will review your consumption of drugs and supplies from time to time. He will make necessary adjustments in your health center's authorized stock levels. The ministry of health will provide your health center with an initial stock of drugs and medical supplies according to the authorized stock levels. You will then maintain these stock levels by ordering drugs and supplies on a regular basis.



Inventorying and Ordering Drugs and Medical Supplies

To take an inventory, you simply count the quantity of each drug and medical supply item on hand. You do this on a regular basis, usually once a month, so that you do not run out of essential items. An inventory is important for two reasons. First, it establishes a written record which you can use to uncover losses or the wrong use of drugs and supplies. This is important because you are responsible for drugs and supplies at your health center. Second, an inventory provides information needed to prepare a supply order. After completing an inventory, you prepare an order to replace items that have been used. You calculate the amount to order by subtracting the amount of stock on hand from the authorized stock level on the Inventory, Order, Issue, and Receipt form. You will order too many supplies or not enough supplies if the inventory is wrong.

Problems Caused by Ordering Too Many Drugs and Medical Supplies

You will have limited storage space at most of your health centers. If you order too many drugs and medical supplies, you will have to store them in space intended for other activities. This will increase the risk of theft. Excess supplies are also more likely to be wasted.

Drugs with expiration dates and certain medical supplies will spoil if stored for a long time. The oversupply of drugs at your health center will cause shortages at other health centers. Seriously ill

patients at these other health centers may not get needed treatment. Also, the central pharmacy will fill only part of your orders if they believe that you do not have need for the full quantities you order.

Problems Caused By Not Ordering Enough Drugs and Medical Supplies

The health center will run out of drugs and medical supplies if you do not order enough. You will be forced to borrow drugs and supplies from other health facilities. This may consume much valuable staff time. Or, you may have to purchase the items locally. This is usually very expensive. You may not be able to get the best kind of drugs and supplies through local purchase.

The health team cannot work effectively without adequate drugs and supplies. Team members will soon become frustrated. Patients will suffer if essential drugs are not available. The life of a patient may be endangered in some cases. The community will lose confidence in you and the services you are providing.

Receiving and Inspecting Drugs and Medical Supply Orders

The drugs and medical supplies that you order will either be delivered to the health center or you will pick them up at the district hospital pharmacy. Check each item to make sure that the amount and quality is the same as that ordered. Make sure that none of the items is damaged. Always check the expiration date on drugs to make sure they are not out of date.

The ministry of health has designed the drug supply system and its forms to protect supplies from loss and damage. Remember that you are responsible for the supplies for which you sign. Always check the delivery carefully before signing for it. This will protect you if losses do occur.

Sometimes supplies will be delivered when you are away from the health center. The health team member in charge can receive the supplies and sign for them in this case. But you should check the supplies when you return, because you are responsible for all supplies received at your health center.

Notes on the Inventory, Order, Issue, and Receipt Form

At first glance, the Inventory, Order, Issue, and Receipt form may seem complicated. However, using the form will make the management of drugs and supplies much easier for you. Because the author-

ized items are printed on the form, you do not have to spend a lot of time writing out the order. Central pharmacy will find it easier to read than a hand written order. It is worthwhile for you to take the time to study the form carefully and learn how to use it.

The Inventory, Order, Issue, and Receipt form is a multi-purpose tool. It does the following:

- Serves as a Standard List of Drugs and Medical Supplies authorized for use in your health center

- Serves as an inventory, order, and receipt form for you

- Serves as an issue voucher for the central pharmacy for drugs and supplies sent to your health center

- Shows the number of days required to complete each step in the drug supply process, thus pointing out bottlenecks in the supply system

- Shows how well the central pharmacy is meeting the drug and supply needs of your health center

- Serves as a permanent record of drug and supply use at your health center. You or your supervisor can review this information to discover seasonal variations in use and inappropriate or excessive use of drugs

- Serves as a guide to estimating future drug and supply use at your health center. This helps your supervisor set appropriate stock levels

See Section 1.3 of the Operations manual.

1.4 OTHER SOURCES OF DRUGS AND MEDICAL SUPPLIES

Most of the drugs and medical supplies used at your health center will come from the ministry of health. However, you must use other supply sources if for some reason the central pharmacy does not provide you with essential drugs and supplies. See Section 1.4 in the Operations manual.

1.5 STORAGE AND PROTECTION OF DRUGS AND MEDICAL SUPPLIES

Drugs and medical supplies are very expensive. The ministry of health spends ___% of its annual budget on these items. Properly store drugs and medical supplies so that they are not wasted, damaged, or lost. Store them in a secure place so they are not stolen. Keep the storage area clean and dry so that they are not ruined by exposure to dirt and dampness. Also keep the storage area well ventilated and cool. This will make drugs last longer. There are special procedures to follow for narcotic drugs. Narcotic drugs are dangerous if misused and therefore require extra protection. See Section 1.5 of the Operations manual.

REVIEW QUESTIONS

Drugs and Medical Supplies

1. Explain why you should maintain an adequate stock of drugs and medical supplies at your health center.

2. The _____ is the primary source of drugs and medical supplies for all ministry of health facilities.

3. Who is responsible for setting authorized stock levels for drug and medical supply items at a health center?
 - ___ District public health nurse
 - ___ Pharmacist at the district hospital
 - ___ Mid-level health worker in charge of the health center
 - ___ Supervisor of the mid-level health worker

4. List the order in which you must do the following steps by numbering them one through five.
 - ___ Write authorized stock levels on the order form.
 - ___ Inspect the drug shipment when it is delivered.
 - ___ Submit the order form to the supervisor.
 - ___ Inventory drugs and calculate quantity to order.
 - ___ Sign the issue voucher for drugs received.

5. List four sources for getting drugs if the central pharmacy is out of stock.

c.

d.

6. Problems that result if a health center frequently runs out of essential drugs and medical supplies are listed below. Place an "x" beside the problem that you think is the most serious.

- ___ Health team morale is low because team members cannot work effectively.
- ___ Quality of care is poor and patients suffer.
- ___ Community loses confidence in services at the health center.

7. What percent of the ministry of health annual budget is spent on drugs and medical supplies?

8. List, step by step, the procedures to follow when an order of vaccines is delivered to a health center.

9. Why should you use a special inventory card for narcotic drugs?

10. List the drugs that must be stored in the narcotic drug cabinet.

EXERCISE 1

Drug Inventory and Data Collection at a Health Center

YOUR ASSIGNMENT

You will spend two hours in a health center's drug and medical supply storeroom doing this assignment.

Step 1

Inventory the drugs and medical supplies in the health center's storeroom following the procedures outlined in the Operations manual. Use the Inventory, Order, Issue, and Receipt form supplied by the instructor for this part of the exercise. Take forty-five minutes to complete the inventory.

Step 2

Write out a drug and medical supply order based on the inventory you have just completed. Your instructor will give you the authorized stock levels for drug and supply items at this health center. Calculate the quantity to order for each item. Take thirty minutes to complete this part of the exercise.

Step 3

Use the worksheet supplied by the instructor to do this part of the exercise. Ask the health center staff to explain the drug and medical supply problems at the health center. Write the two most serious problems on the worksheet. Then ask the staff to show you the storage and protection procedures they use for drugs and medical supplies. Ask questions based on what you read in the Operations manual about storing and protecting drugs, especially vaccines and narcotics. Write suggestions on the worksheet for improving the storage and protection procedures.

EXERCISE 2

Solving Drug and Medical Supply Problems

YOUR ASSIGNMENT

This morning you worked in a health center for a few hours. You are now going to have an opportunity to use the information you gathered at the health center.

Step 1

The class should divide into small groups. Choose a spokesman for your group. Use the Worksheet for Exercise 2 provided by the instructor to summarize the main points discussed in your group. Review the Inventory, Order, Issue, and Receipt form in your group. Compare forms with other students. Discuss any difficulties you had filling out the order form or doing the inventory of drugs and supplies at the health center. Take twenty minutes to complete this part of the exercise.

Step 2

Discuss the drug and medical supply problems listed on the Worksheet for Exercise 1. Members of the group should agree on solutions to these problems. Take twenty minutes for this part of the exercise.

Step 3

Make a group list of all the improvements in the health center's storage and protection procedures listed on the Worksheet for Exercise 1. Members of the group should discuss their observations and agree on recommended improvements. Take twenty minutes to complete this part of the exercise.

Step 4

The class reassembles and the group spokesmen report to the class. Review the points discussed in the groups. Make notes in your Operations manual about how to do an inventory of drugs and how to fill out a drug order form.

Unit 2

General Supplies

STUDENT GUIDE

OBJECTIVES

1. Explain the general supply system at the health center level.
2. Determine authorized stock levels or general supply items, using the Standard List of General Supplies.
3. Write out a supply order.
4. Describe the procedures for receiving a supply order.
5. Identify appropriate action to take if you find discrepancies in a supply order.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 2; read the Student Text - Unit 2, and answer the review questions.
2. In class, review the Operations manual and Student Text.
3. Practice filling out an order form for general supplies.
4. Take part in small group and class discussions about the correct procedure for filling out an order form.
5. Observe a role-play demonstration of a mid-level health worker receiving supplies.
6. Take part in a small group evaluation of the role-play.
7. Take part in a class discussion of the correct procedures for receiving supplies.

2.1 DEFINITION AND SOURCES OF GENERAL SUPPLIES

You and members of the health team will need other, non-medical supplies if you are to work effectively at the health center. These non-medical supplies are called general supplies. Some examples of general supplies are:

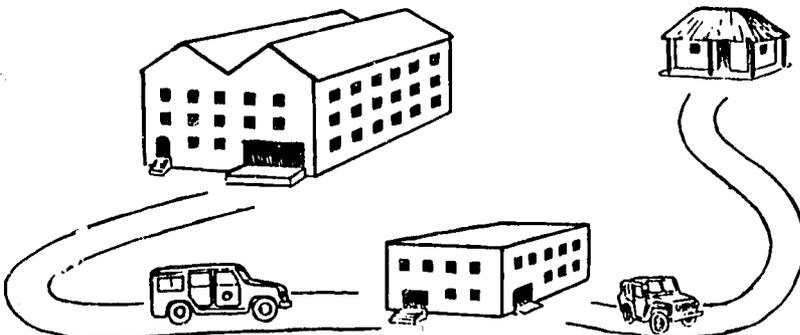
- Fuels such as gasoline, kerosene, and bottled gas
- Supplies such as sheets, blankets, and towels
- Cleaning supplies such as soap, detergent, and broom
- Office supplies such as pens, paper, and rubber bands
- Ministry of health and other government forms such as patient cards, and leave request forms

See Section 2.2 of the Operations manual.

The two main sources for general supplies are the government supply system and local purchase.

2.2 GOVERNMENT SUPPLY SYSTEM

The government supply system is the primary source of general supplies. As with drugs and medical supplies, you are responsible for maintaining adequate general supplies at your health center. To do this, you must use the government general supply system.



Standard List of General Supplies

The government provides each health center with an initial stock of general supplies according to the authorized stock levels on the list of general supplies. The authorized stock levels vary according to the remoteness of the center and the workload of the center.

Discuss the need for changes in the Standard List of General Supplies or the stock levels with your supervisor. Your supervisor has the authority to make changes, or to request changes, in the standard list and in the authorized stock levels.

You will inventory, order, and receive general supplies using the same procedures which you studied in Unit 1 for drugs and medical supplies.

2.3 LOCAL PURCHASE OF GENERAL SUPPLIES

Most general supplies will come from the government's central stores. However, your supervisor may authorize you to purchase supplies from local shops if:

You are working in health centers located in remote districts far from the central stores

Central stores are temporarily out of stock of essential supply items

Essential supplies are not delivered on time, and the health center runs out of stock

Discuss local purchases with your supervisor before you take charge of a health center and before you make any purchases.

Local Purchase Procedures

You can make local purchases by using a local purchase order. Or you can purchase the items and request reimbursement from the government.

You can get a local purchase order by submitting a Request for Local Purchase Order. A local purchase order is a promise by the government to pay the shopkeeper for the supplies provided to your health center. You must sign a copy of the local purchase order and return it



A MLHW PURCHASING SUPPLIES
FROM A SHOP

to your supervisor when you receive the supplies. It is important that you remember to do this. The shopkeeper will not be paid until the government receives the copy of the local purchase order signed by you. If the shopkeeper is not paid, he may refuse to accept a local purchase order the next time you want to purchase supplies from him.

You can purchase supplies for the health center with personal or community funds and be reimbursed by filling out and submitting a Request for Reimbursement of Local Purchase. You must always include a receipt from the local shop with this form. The government does not approve all requests for reimbursements. If you use your own money or the community's money to purchase supplies, you risk not being reimbursed. You should discuss the subject of reimbursement with your supervisor before you purchase supplies locally.

There are advantages and disadvantages to each method of local purchase. Local purchase orders are slow because you must wait for the government to issue the local purchase order. This causes a delay in getting supplies. This delay is a major problem if the supplies are needed urgently. However, you do not risk your money or the community's money when you purchase supplies with a local purchase order.

Local purchase using your own or community funds is a quick method for getting supplies. You can purchase the needed supplies immediately, but your request for reimbursement may not be approved. Therefore, the general rule to follow is to use local purchase orders unless the supply item is needed urgently. If it is needed urgently, check with your supervisor, then use personal or community funds and ask for reimbursement.

See Section 2.4 of the Operations manual

REVIEW QUESTIONS

General Supplies

1. You and other members of the health team will need general supplies to carry out your work effectively. How do you know what supplies to stock at your health center?

2. Name the two sources of general supplies for your health center. Which is the more common source of supplies?
 - a.

 - b.

3. TRUE (T) or FALSE (F)
____ A correct supply order depends on a correct inventory.

4. List four problems caused by ordering too many supplies.
 - a.

 - b.

 - c.

 - d.

5. Who has final responsibility for all supplies at the health center?
____ The mid-level health worker's supervisor

- ___ The health team member using the supplies
- ___ The district supply officer at the supply depot
- ___ The mid-level health worker

6. Why should you sign the receipt section of the order form and return it to the central stores?

7. When purchasing supplies from local shops, what is the main advantage and the main disadvantage of using a local purchase order?

Advantage:

Disadvantage:

8. What is the meaning of reimbursement?

9. TRUE (T) or FALSE (F)

- ___ The government is obligated to reimburse you for money you spend to purchase supplies for your health center.

10. General supplies are stored in a locked cupboard or room. List the health team members who are authorized to enter the storage area and take out supplies.

a.

b.

c.

EXERCISE 3

Filling Out an Order Form

SITUATION

You are in charge of the health center. You do an inventory of general supplies at the health center and find the following items on hand in the storeroom:

ITEM	QUANTITY	ITEM	QUANTITY
Mop	0	Towels, large	0
Broom	1	Towels, hand	4
Bucket	3	Toilet paper	10 rolls
Cleaning cloth	3	Chalkboard eraser	3
Scrub brush	0	Pen and pencil eraser	9
Lubricating oil	2 cans	Rubber bands	2 boxes
Matches	18 boxes	Cello tape	10 rolls
Candles	4 candles	Staples	2 boxes
Insecticide	0	File folders	50
Sheets for single bed	3	Notebooks	15
Soap	6 bars	Carbon paper	180 sheets
Detergent	3 kg	Paper clips	1 box
Disinfectant	4 liters	Ballpoint pens	0
Bleach	2 liters	Pencils	0
Stamp pad	2	Chalk	2 boxes
Glue	3 bottles	Stationery	50 sheets
Pillows	4	Envelopes, letter	20
Pillowcases	4	Envelopes, large	50
Blankets, single bed size	2	Sheet, waterproof	1
Blanket, newborn	1		

YOUR ASSIGNMENT

Step 1

Work without help to prepare a supply order for your health center. Use the form provided by your instructor. Follow the procedures in

the Operations manual during this exercise, just as you would if working at a health center. Complete this part of the exercise in thirty minutes.

Step 2

The class should divide into small groups. Members of each group should exchange forms. Review and discuss each others' orders. The group should agree on how to fill out the order form. The group spokesman should prepare to report to the class on how the group filled out the form. Take thirty minutes to complete this part of the exercise.

Step 3

The instructor will lead a discussion. One or more group spokesmen will be asked to demonstrate how their groups completed the order form. Other students will comment or ask questions. The instructor or a student will outline the correct procedure, step-by-step, for the class. Make notes in your Operations manual.

EXERCISE 4

Receiving a Supply Order

THE SITUATION

A supply order has just arrived at the health center. The driver of the supply truck walks into the room carrying boxes of supplies. He puts the boxes on a table and asks the mid-level health worker to sign the receipt.

YOUR ASSIGNMENT

Step 1

One student plays the role of the mid-level health worker receiving the supplies. Another student plays the role of the driver delivering the supplies. The rest of the class acts as observer, using filled-in order forms from Exercise 3 as a guide. Students may fill in the quantity supplied while observing the role-play.

The mid-level health worker receives and inspects the supplies according to procedures outlined in the Operations manual. As the mid-level health worker inspects the order, he explains to the driver what he is doing and asks the driver questions about missing items. This explanation is necessary so that the rest of the class can follow what the mid-level health worker is doing.

The role-play ends when the mid-level health worker completes his inspection of the items and signs the receipt.

Step 2

The class divides into small groups. Each group evaluates the role-play using the Worksheet for Exercise 4 provided by the instructor. When discussing the second question on the worksheet, your group may decide that the action to be taken is to make a local purchase. If so, fill out a local purchase form working as a group. Ask the instructor for the form. Be prepared to justify to the class why your group thinks a local purchase is necessary. You have thirty minutes for this part of the exercise.

Step 3

The class reassembles and the group spokesmen report the findings and recommendations listed on their worksheets. There will be a class discussion following each group's presentation. Make notes in your Operations manual on the correct procedures for receiving a supply order.

Unit 3

Facilities and Equipment Maintenance

STUDENT GUIDE

OBJECTIVES

1. Explain the facilities and equipment maintenance system at the health center.
2. Write out an Inventory form and a Preventive Maintenance Schedule for a health center.
3. Fill out a Request for Repair form.
4. Operate health center facilities and equipment according to instructions outlined in Section 3.3 of the Operations manual.
5. Do the preventive maintenance jobs listed in the Preventive Maintenance Guide in Section 3.2 of the Operations manual.
6. Do the repair jobs listed in Section 3.6 of the Operations manual.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 3, read the Student Text - Unit 3, and answer the review questions.
2. In class, review the Operations manual and the Student Text.
3. Work by yourself to fill out an Inventory form, a Preventive Maintenance Schedule, and Request for Repair forms.
4. Operate health center facilities and equipment according to instructions outlined in Section 3.3 of the Operations manual.

5. Do the preventive maintenance jobs listed in the Preventive Maintenance Guide in Section 3.2 of the Operations manual.
6. Listen to and observe demonstrations by trained equipment operators, repairmen, and other skilled technicians.
7. Practice facilities and equipment maintenance and repair procedures.

3.1 FACILITIES AND EQUIPMENT AT HEALTH CENTERS

Facilities and equipment are items which are used for many years. This makes them different from supply items which are used only once or are used only for a short time. Health center facilities are all permanent, fixed structures used by the health team. Some examples of facilities are buildings, fencing, walkways, toilets, latrines, water storage tanks, and wells.

Health center equipment is any moveable item used by the health team. Some examples of equipment are desks, refrigerators, examination tables, and beds.

3.2 MAINTAINING FACILITIES AND EQUIPMENT

Health center facilities and equipment are useful to the health team and to the patients only if they are in good condition. You are responsible for maintaining the facilities and equipment in good condition.

Proper Use of Facilities and Equipment

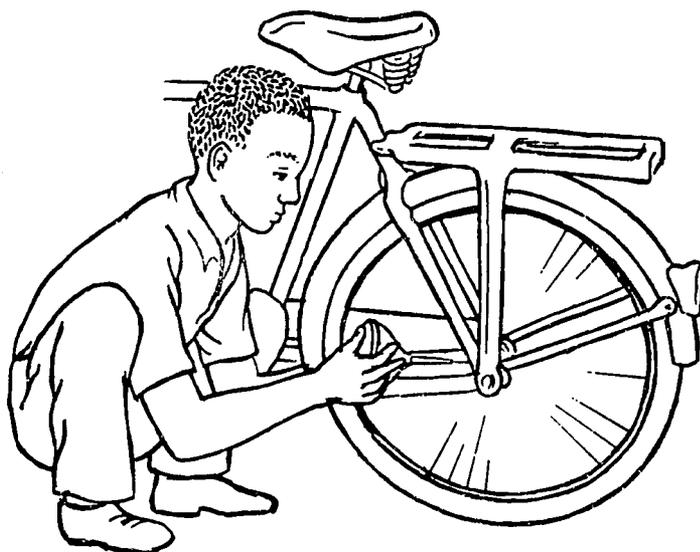
The most important thing you can do to maintain facilities and equipment in good condition is to make sure that they are used properly. Always follow the operating instructions that come with the equipment. Set a good example for the other health team members by never abusing the facilities or equipment. Demonstrate how to use the equipment and let the team members practice while you watch them. Clean and lubricate the equipment regularly. Lock the facility when it is not in use. Store the equipment in a secure place.

Facilities and equipment that are used properly have a long life. Facilities and equipment that are misused break down frequently and wear out quickly. Always take good care of facilities and equipment and carefully follow the operating instructions.

Preventive Maintenance of Facilities and Equipment

Maintaining facilities and equipment regularly to keep them in good condition is called preventive maintenance. The goal of preventive health is to prevent disease. In the same way, the goal of preventive maintenance is to prevent the breakdown and decay of facilities and equipment. Doing small maintenance and repair jobs will keep them in good condition. Some examples of preventive maintenance are:

- Putting a small amount of oil on metal objects to prevent rust
- Defrosting the refrigerator regularly
- Painting wood surfaces to prevent damage from wind and rain
- Checking the roof for damage before the rainy season begins
- Repairing damaged facilities and equipment right away so the damage does not get worse



A MLHW OILING A
BICYCLE

Regular preventive maintenance will help to keep health center facilities and equipment in good condition. The equipment will be available to the health team and to the patients. This will help build good staff morale and public confidence in the health service.

See Section 3.5 of your Operations manual.

3.3 REPAIRING FACILITIES AND EQUIPMENT

Even with careful operation and good preventive maintenance, facilities and equipment will sometimes break down. You will do minor repairs to put facilities and equipment back into good working condition. Curative services make sick patients well again. Likewise, repair services put damaged or broken equipment back into working condition. Some examples of simple repairs are:

Nailing the leg of a wobbly bench

Patching a flat tire

Taping a leak in the tube of a sphygmomanometer

Fixing a small leak in the roof

Patching mosquito netting or window screens



You and other health team members will do most of the simple repairs of damaged facilities and equipment. Other government employees may be responsible for the repairs, but you will find that it usually takes a long time for them to do repairs. This is especially true if your health center is in a rural area. Therefore, it is much better to do the repairs yourself. Most simple repairs do not require special tools or special skills. You can do them easily with a little practice.

You will not be able to do all of the repairs at your health center. Sometimes you will not have the right tools. Other times you will not know how to do the needed repair. But before turning to a government workshop for help, you should first look for carpenters, plumbers, or skilled handymen in the local community who can help you. They may lend you tools, or perhaps even do the repair for you without charge. You should get help from someone in the community rather than waiting a long time for a government repairman. The community health committee or other local group will often help to mobilize resources for repairs at the health center.

You should request the government workshop to do only the repair jobs that require special tools and technical skills that are not available at the health center or in the local community. In most cases, the government repairmen will do the difficult and costly repair jobs. But do not be discouraged if the repairs that you request from government repairmen are not done promptly or not done at all. Government workshops are often busy with other jobs. Sometimes the needed spare parts or materials are out of stock. If there is a delay in getting repairs from government workshops, discuss this problem with your supervisor. See Section 3.6 of your Operations manual.

3.4 INVENTORYING FACILITIES AND EQUIPMENT

In addition to maintaining and repairing the facilities and equipment, you must do an inventory of them each year. The purpose of the inventory is to keep track of facilities and equipment. An inventory helps you to reduce loss, damage, and theft of the facilities and equipment. To do an inventory, you list all health center facilities and equipment. See Section 3.4 of your Operations manual.

3.5 REPORTING LOSS, THEFT, OR DAMAGE OF FACILITIES AND EQUIPMENT

You must report to your supervisor any loss, theft, or damage to health center facilities, equipment, or supplies. You must also report thefts to the police. See Sections 3.7 and 3.8 of the Operations manual.

REVIEW QUESTIONS

Facilities and Equipment Maintenance

1. Decide whether the items listed below are facilities, equipment, or supplies. Mark your answer with an "x."

ITEM	FACILITY	EQUIPMENT	SUPPLIES
Refrigerator	_____	_____	_____
Pencil	_____	_____	_____
Well	_____	_____	_____
Flashlight batteries	_____	_____	_____
Examination table	_____	_____	_____
Soap	_____	_____	_____
Chairs	_____	_____	_____
Latrine	_____	_____	_____

2. TRUE (T) or FALSE (F)

_____ The mid-level health worker is responsible for all equipment at the health center.

3. What is the purpose of doing an inventory of facilities and equipment?
4. What is preventive maintenance and why is it important?

5. List four examples of preventive maintenance.

6. Who normally does most repairs at a health center?

___ Government repairman

___ Handyman in the community

___ Mid-level health worker and other health team members

7. List the preventive maintenance jobs to be done on a propane gas refrigerator.

MAINTENANCE JOB	MAINTENANCE INTERVAL

8. When health center facilities or equipment for which you are responsible are lost, stolen, or damaged, what should you do?

EXERCISE 5

Using the Inventory, Preventive Maintenance, and Repair Forms

SITUATION

You have just taken charge of a health center in a rural village. There is no inventory record. The person whom you replaced failed to give you handing over notes. You make an inspection and find the following facilities and equipment at the health center:

Health center building	Registration table (1)
Well with hand pump	Filing cabinet (1)
Latrines (2)	Beds (2)
Stove (1)	Adult scale (1)
Refrigerator (1)	Baby scale (1)
Benches (3)	Sphygmomanometers (2)
Chairs (5)	Stethoscopes (2)
Waste containers (2)	Bicycle (1)
Drug cabinet with lock (1)	Spade (1)
Dispensing table (1)	Hammer (1)

You discover during your inspection that the window in the storeroom is broken. You also see that one of the sphygmomanometers is not working because the gauge is broken.

YOUR ASSIGNMENT

Step 1

You are to work alone and without help to complete an Inventory form and a Preventive Maintenance Schedule for this health center. Use the forms provided by your instructor.

Step 2

Write out Request for Repair forms for the broken window and the damaged sphygmomanometer using the forms provided by your instructor.

You have forty-five minutes to complete Steps 1 and 2. Use the Operations manual as a guide.

Step 3

The class should divide into small groups. Exchange papers with the members of your group. Review and discuss each others' papers. Working as a group, make a list of any problems you had in filling out these forms. Select a spokesman who will present these problems to the class. Take thirty minutes for this part of the exercise.

Step 4

Reassemble as a class. Group spokesmen report to the class. Discuss the forms and how to fill them out correctly. Give special attention to the problems listed by each group. Make notes in your Operations manual that will help you to remember how to fill out these forms correctly.

EXERCISE 6

Operating, Maintaining, and Repairing Facilities and Equipment

YOUR ASSIGNMENT

An instructor will show you how to operate, maintain, and repair a variety of health center facilities and equipment. Practice these skills until you feel confident that you can do them correctly. Then ask the instructor to evaluate your skills, using the skill checklist included with this exercise. It may take several days or weeks of practice before you can do all the skills correctly. You must be able to do all of them before you begin the community phase of your training.

SKILL CHECKLIST

Operating, Maintaining, and Repairing Facilities and Equipment

This checklist has two purposes:

- 1) Students should use it as a guide for checking their own skills or other students' skills.
- 2) Supervisors should use it when they evaluate how well students perform the skills listed below.

After observing a student, enter a rating in the appropriate column.

Rating: 1 = Inadequate
 2 = Needs improvement
 3 = Satisfactory
 4 = Above average
 5 = Excellent

When operating, maintaining, and repairing facilities and equipment, you should:

	YES	NO	RATING	COMMENTS
1. Follow the manufacturers' instructions for operating: Refrigerator Stove Instrument sterilizer Weighing scales Sphygmomanometer				
2. Maintain the health center building. Inspect the walls, floors, doors, windows, foundations, and roof for damage				
3. Maintain a pit latrine according to procedures in the Preventive Maintenance Guide				
4. Maintain a water storage tank. Drain, clean, and flush the tank. Check the cover screen and look for leaks				

	YES	NO	RATING	COMMENTS
5. Maintain fencing. Inspect fence posts for insect and water damage				
6. Maintain an open type well. Check for debris				
7. Maintain a well with a hand pump. Inspect the well's water-tight platform for cracks and maintain the hand pump				
8. Maintain a kerosene or propane refrigerator according to procedures in the Preventive Maintenance Guide				
9. Maintain weighing scales and sphygmomenometer following the manufacturer's instructions				
10. Maintain general and office equipment. Inspect and make minor adjustments and repairs				
11. Maintain a two-way radio according to the manufacturer's suggested maintenance procedures				
12. Repair facilities and equipment				

Unit 4

Transportation

STUDENT GUIDE

OBJECTIVES

1. Explain the transportation system at the health center.
2. Develop an emergency transportation plan for a health center.
3. Describe how you could work with community members to solve transportation problems.
4. Analyze and solve transportation problems.
5. Demonstrate how to operate a bicycle or motorcycle.
6. Maintain and repair bicycles and motorcycles.
7. Fill out a Motorcycle Travel and Maintenance Record.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 4, read the Student Text - Unit 4, and answer the review questions.
2. In class, review the Operations manual and the Student Text.
3. Take part in a role-play of a community meeting to draw up an emergency transportation plan.
4. Take part in a class discussion about the role of the mid-level health worker in helping a community with its transportation plans.
5. Work alone to read, analyze, and write solutions to five transportation problem situations.
6. Take part in small group and class discussions of your and other students' recommended solutions.
7. Observe an instructor's demonstration of how to fill out a Motorcycle Travel and Maintenance Record.

8. Practice filling out a Motorcycle Travel and Maintenance Record.
9. Practice riding a bicycle or motorcycle.
10. Observe an instructor maintain and repair bicycles and motorcycles.
11. Practice maintaining and repairing bicycles and motorcycles.

155

4.1 TRANSPORTATION RESOURCES

The community around the health center transports people and goods in various ways. Walking and carrying is usually the most common way. Animal-drawn carts and horses are available in some communities. Motorized vehicles like cars, trucks, and three-wheeled scooters often serve as taxis. Public transportation such as buses and trains may be available in your area. You can use these same transportation resources to support the delivery of primary health care services.

The movement of staff, patients, supplies, and messages is necessary for the proper functioning of your health team.

Transportation resources vary greatly from one community to another. You will have to do a special transport survey when you arrive at your health center to find out what transportation resources are available. See Section 4.3 in the Operations manual.

Walking

You and the health team will be expected to walk whenever practical. Walking has many important advantages over other forms of transportation:

Team members meet and talk with people in the community when walking. This leads to the development of the personal relationships which are essential in primary health care work

Walking provides an opportunity for team members to learn more about the community and to share health information

Team members who walk are more regular in carrying out their work. They are not dependent on motorized vehicles which often break down

Walking frees vehicles for longer trips and for emergency use. This is especially important in rural areas where vehicles are in short supply

Walking is good exercise for personal health.

Some team members may not want to walk. This is especially true of those who have lived in a city or have used vehicles during their training. They may feel that walking is below their dignity and status as health workers. They may have a lack of interest in their work. But not wanting to walk may also be because of age or a physical handicap. Be sure you understand why team members resist walking before trying to solve the problem. Your job is to make health team members see the advantages of walking. Make sure they understand that their job will involve walking. Agree with the team on guidelines for situations when walking is appropriate. Such a guideline might be, "Health team members will walk when they can reach where they are going in half an hour or less."

This does not mean that you and the other team members will always walk if the time required is half an hour or less. You will use the quickest available transport in an emergency situation. You will use a truck if heavy equipment must be moved. Nevertheless, a generally agreed upon guideline will be helpful to you and to other team members.

Bicycles and Motorcycles

Bicycles or motorcycles offer several important advantages over walking. Bicycles and motorcycles:

- Allow you to reach distant communities and thus increase the coverage of the primary health care program

- Increase the time available for health work by decreasing the travel time of health team members

- Allow you to respond more quickly to emergency calls

- Make possible the delivery of larger amounts of supplies and the quicker delivery of messages. They can be used in referring certain types of patients

As with walking, you may find that some team members do not want to ride a bicycle or motorcycle. Again, be sure you understand why they are resisting before trying to solve the problem. Make sure that team members see the advantages of using a bicycle or motorcycle and understand that this is part of their job. It will be helpful if you and your team can agree on guidelines for when to use a bicycle or motorcycle.

A bicycle or motorcycle is useful to you and to the health team only if it is available when needed and if it is in good operating condition.



A MLHW RIDING A
BICYCLE

You can make sure that the bicycle or motorcycle is available when needed by writing out a transportation schedule and posting it on the bulletin board in the health center

To keep the bicycle or motorcycle in good operating condition is a more difficult task. The most important thing you can do to keep the bicycle or motorcycle in good condition is to make sure that it is used properly. Proper use means:

- Driving at safe speeds and obeying all traffic regulations
- Not overloading it with extra passengers or supplies
- Careful handling on rough roads
- Smooth operating of brakes, accelerator, clutch, and gears
- Frequent cleaning

These precautions may seem obvious. However, improper handling and poor driving are the most important causes of vehicle breakdowns. Make sure that you and other members of the health team always handle the bicycle or motorcycle properly.

The next most important thing you can do to keep bicycles and motorcycles in good condition is to do routine preventive maintenance. See Sections 4.7 and 4.8 in the Operations manual.

Four-Wheeled Vehicles

The ministry of health has stationed four-wheeled vehicles at district headquarters. Your supervisor will come in one of these vehicles. He

will often bring drugs and supplies for your health center with him. Health inspectors, public health nurses, and other specialized health personnel will also visit your health center using these ministry of health vehicles. These trips will usually be scheduled well in advance. Take advantage of these vehicles to meet some of your transport needs. They can take messages and referral patients back to the district hospital. In some cases, a four-wheeled vehicle may be assigned to you for a day. This will permit you to visit a community health worker very far from your health center or to deliver supplies to all community health workers in your area. You must make arrangements with your supervisor for using a four-wheeled vehicle.

The number of vehicles at ministry of health district headquarters is limited. There are not enough to meet all the transport needs of the primary health care program. These vehicles break down and scheduled trips must be cancelled. Therefore, you should not rely on ministry of health vehicles any more than is necessary. Too much dependence on ministry of health vehicles will mean that the primary health care program in your area will be unreliable due to vehicle breakdowns. Your primary transportation resources are those such as walking or a bicycle which are under your direct control. You should consider ministry of health vehicles as only a secondary transportation resource.

You may also be able to use four-wheeled vehicles belonging to other government agencies. These agencies include agriculture, education, community development, police, and military. You or other health team members may be able to ride along in these vehicles. Sometimes you may even be able to work out a formal sharing arrangement. For example, you and the agriculture extension officer might travel together if both of you have work to do in the same outlying village. The police or military will usually help in the case of emergency or disaster. Work out a plan with them in advance. Do not wait for a crisis and then suddenly ask for a police vehicle.

Discuss with your supervisor how health team members will be reimbursed for the money they spend on fares with the local public transportation system.

Sometimes you can use private vehicles to support primary health care activities. For example, a referred patient's family or friends may transport him to the district hospital in their vehicle. You or community members can sometimes ask an owner of a private vehicle to allow his vehicle to be used as an ambulance. More often, drivers

of private vehicles will agree to deliver messages or pick up badly needed supplies at district headquarters. You cannot depend heavily on private vehicles because you have no control over them. Use them only when no other transportation is available.

4.2 TRANSPORTATION NEEDS

You will be responsible for organizing transportation for patient referrals, emergency calls, delivery of supplies, administrative support, and community-based primary health care activities.

Transportation for Patient Referral

Patients that you refer will need transportation from the health center to the district hospital. Patients referred by community health workers may need transportation from their villages to your health center. The diagram below shows these transportation needs.



Patients who are not very ill can use any available means of transportation including walking. You may have to transport seriously ill and emergency referral patients while an IV is running. The patients will often have to be lying down. You and the patient's family must arrange for a car, truck, or jeep for this type of referral. You may have to use an animal-drawn cart or a stretcher if motorized vehicles are not available. The method of transport you use will be guided by the

emergency transportation plan which you have developed in cooperation with the community. See Section 4.5 in the Operations manual.

Transportation for Emergency Calls

Patients will usually come to the health center to be treated. Occasionally you will receive an urgent call to visit a seriously ill or injured person in the community. You will need to use the quickest available transport in such a situation. The sources of transportation used for emergency referrals can often be used to respond to emergency calls.

Transportation for Delivery of Supplies

The central supply depot uses a four-wheeled vehicle to bring supplies to your health center. You will deliver supplies to community health workers in your area by walking or riding a bicycle if the quantity of supplies is small.

Transportation for Administrative Support

You need transportation for providing administrative support. Some examples of administrative support requiring transportation are:

- Sending messages to your district headquarters and to villages
- Attending meetings, workshops, and training courses
- Supervising community health workers
- Forwarding supply orders, monthly reports, and other health information to district headquarters
- Interviewing and gathering data for health surveys

Use public transportation to meet administrative transport needs whenever possible. This leaves the bicycle or motorcycle free for delivering health services.

Transportation for Community-Based Primary Health Care Activities

You need transportation to support preventive and promotive health care activities in the communities within your health service area. Some examples include:

- Attending meetings of village health committees
- Holding special clinics and demonstrations in villages

Visiting patients' homes

Providing health education in schools and other village locations

Assisting communities to carry out projects such as digging wells and constructing latrines

Give high priority to the transport needs of community-based preventive and promotive health activities. They are an essential part of a successful primary health care program.

You will develop a transportation schedule for a health center during the community phase of training. See Section 4.4 of the Operations manual.

4.3 TRANSPORTATION PROBLEMS

Shortage of transportation is one of the most common problems at health centers. Vehicles break down. Repairs are often delayed. Sometimes fuel or spare parts are unavailable. Roads may become impassable because of bad weather or poor maintenance. Your staff may damage vehicles by misusing them. You will face these transportation problems and many more when you are in charge of a health center.

You will find several possible solutions for most transportation problems. When you face a transportation problem at your health center, think of these possible solutions and then choose the best one. See Section 4.6 of your Operations manual.

REVIEW QUESTIONS

Transportation

1. The most reliable transportation for rural health centers is walking. Explain five advantages of walking compared to other types of transportation.
 - a.
 - b.
 - c.
 - d.
 - e.
2. What is the most commonly used type of transportation at rural health centers?
 - ___ Bicycle
 - ___ Walking
 - ___ Ministry of health land rover
 - ___ Horse
 - ___ Motorcycle
3. What vehicles are best suited for emergency referrals?
4. What is the most important cause of vehicle breakdowns?

5. Using a motorcycle offers certain advantages over walking. List six of these advantages.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
6. What would you do if a member of your health team refused to ride the health center's motorcycle to visit outlying villages?
7. Vehicles from the ministry of health sometimes do not arrive as scheduled. Sometimes they break down. This may create problems for those who depend on them for transportation. How may you minimize dependence on ministry of health vehicles?
8. What four important points would you include in teaching someone about the storage and security of a bicycle?
 - a.
 - b.
 - c.
 - d.

9. How often should you check a motorcycle's battery fluid level?

Daily

Monthly

Weekly

Every six months

10. How often should you check the air pressure of a bicycle's tires?

Daily

Monthly

Weekly

Every six months

11. A man who lives near the health center suffers a heart attack. He is in need of hospital care. No vehicles are available to transport him. What would you do? How might you avoid this situation?

12. What would be your first step in developing a transportation schedule for the operation of a primary health care system?

13. Who is responsible for filling out the Motorcycle Travel and Maintenance Record?

EXERCISE 7

Making an Emergency Transportation Plan

SITUATION

A mid-level health worker has been put in charge of a rural health center located 16 km from the district hospital. The health center has only a bicycle. A ministry of health vehicle comes from the district hospital every Tuesday to deliver supplies. A local bus leaves from the community every morning for the town where the district hospital is located. The same bus returns late in the afternoon. The bus and ministry of health vehicle will almost certainly not be available when there is an emergency.

The mid-level health worker has surveyed the local transportation resources and found:

- A private car owned by the village chief
- A motorcycle with two-way radio which belongs to a local police official
- A government jeep assigned to the agricultural extension officer
- A horse cart and tractor owned by a local farmer
- A pickup truck owned by a local shopkeeper

The mid-level health worker calls a meeting of the persons listed above to work out an emergency transportation plan for the community.

YOUR ASSIGNMENT

You will join five other students to role-play a meeting to work out an emergency transportation plan. The instructor will give you a handout describing the role that you are to play.

Step 1

The mid-level health worker will open the meeting by describing the need for an emergency transportation plan. He will explain the form to be used in developing the plan. With your group, complete the emergency transportation plan. You have thirty minutes to finish this part of the exercise.

Step 2

The students who play the mid-level health worker role will be spokesmen and present their groups' emergency transportation plans to the class. The spokesmen should focus on how their groups decided on the plan. The instructor and students can make brief comments and comparisons following each presentation.

EXERCISE 8

Solving Transportation Problems

SITUATIONS

Transportation Problem 1

Last week the mid-level health worker referred a chronically ill patient to the district hospital. The hospital is 20 km away. After leaving the health center, the patient could not find transport to the hospital and decided to return home.

Today, the mid-level health worker receives an emergency call and rides a motorcycle to a village 12 km away. He finds the same patient who is now seriously ill. The mid-level health worker does not have the right kind of drugs to treat the patient. He cannot safely transport the patient on the motorcycle. What should the mid-level health worker do?

Transportation Problem 2

The well baby clinic at a rural health center provides nutrition education to mothers of malnourished children. In spite of this care, nine of the children remain severely malnourished. The mid-level health worker decides that each child should receive a home visit to determine why its nutritional status is not improving.

The mid-level health worker makes plans to visit five of the malnourished children. He asks the auxiliary nurse to visit the other four children. Since the health center has no transport, the mid-level health worker and the auxiliary nurse must walk. All the children live within a one-half hour walking distance of the health center. The auxiliary nurse refuses to walk, saying that the distance is too far. What should the mid-level health worker do?

Transportation Problem 3

The ministry of health normally delivers drugs and supplies once a month by truck to a rural health center. There is no delivery in January, and the mid-level health worker learns that the ministry of health truck is in the garage. The mechanics are waiting for spare parts. Stocks of drugs and supplies are running low. What should the mid-level health worker do?

Transportation Problem 4

It is 6:30 p. m. and the mid-level health worker receives an urgent message from a village 5 km away. The message says that a young man has fallen from a horse and is unconscious. The mid-level health worker prepares to depart at once, but discovers that the auxiliary nurse has taken the health center bicycle to go shopping. What should the mid-level health worker do?

Transportation Problem 5

A mid-level health worker is in charge of a rural health center which supports community health workers in four outlying villages. The health center has a good motorcycle, but it is never around when people need it. This causes low morale among health team members. They complain that they cannot do their jobs because they do not have transportation. What should the mid-level health worker do about this problem?

YOUR ASSIGNMENT*Step 1*

Write your solutions to the five transportation problems in the first column of the Worksheet for Exercise 8 provided by the instructor. You are to work alone during this part of the exercise. You may use your Operations manual. You will have thirty minutes to do this part of the activity.

Step 2

The class should divide into small groups and exchange papers. Review and discuss each other's papers. Members of the group should agree on the best solution for each transportation problem. Write the group's decision in the second column on the worksheet. Select a spokesman to report your group's solutions to the class. You will have forty minutes to complete this activity.

Step 3

The class reassembles and group spokesmen report on solutions to transportation Problem 1. There follows a general class discussion of Problem 1. Spokesmen then report on solutions to transportation Problem 2, and so on, until you have discussed all five problems.

EXERCISE 9

Operating and Maintaining Bicycles and Motorcycles

YOUR ASSIGNMENT

Step 1

The instructor will demonstrate how to fill out the Motorcycle Travel and Maintenance Record. Study the correctly filled out samples of a travel and maintenance record in Section 4 of the Operations manual. The instructor will provide travel and maintenance records so you can practice filling them out.

Step 2

The ministry of health will provide bicycles and motorcycles for this exercise. An instructor will show you how to ride correctly. You are to practice balancing, starting, stopping, using brakes, using gears, and making turns smoothly. Practice until you feel confident. Then ask the instructor to evaluate your operating skills, using the skill checklist included with this exercise. If you have not ridden a bicycle or motorcycle before it may take several weeks of practice before you can ride correctly. You must be able to ride before you begin the community phase of your training.

Step 3

An instructor will demonstrate the maintenance and repair procedures outlined in the Operations manual and on the skill checklist for this exercise. Practice these procedures until you have learned them. Then ask your instructor to evaluate your performance.

SKILL CHECKLIST

Operating and Maintaining Bicycles and Motorcycles

This checklist has two purposes:

- 1) Students should use it as a guide for checking their own skills or other students' skills.
- 2) Supervisors should use it when they evaluate how well students operate and maintain bicycles and motorcycles.

After observing a student, enter a rating in the appropriate column.

- Rating: 1 = Inadequate
 2 = Needs improvement
 3 = Satisfactory
 4 = Above average
 5 = Excellent

When operating and maintaining bicycles and motorcycles, you should:

	YES	NO	RATING	COMMENTS
1. Ride the bicycle or motorcycle in a safe manner. This includes balancing, starting, stopping, using brakes, using gears, and making turns smoothly				
2. Oil the chain, wheel bearings, pedals, and brake cables				
3. Check air pressure in tires using a tire pressure gauge. Inflate tires				
4. Repair a flat tire				
5. Fill the motorcycle with gasoline				
6. Check the engine oil level and add oil as needed				

YES NO RATING COMMENTS

	YES	NO	RATING	COMMENTS
7. Check the battery fluid level and add distilled water as needed				
8. Clean the air filter on a motorcycle				
9. Clean the fuel filter screen on a motorcycle				
10. Clean a motorcycle's spark plug and replace it if necessary				
11. Check and tighten nuts and bolts				
12. Adjust a loose chain				
13. Replace bulbs and fuses				
14. Fill out the Motorcycle Travel and Maintenance Record				

Unit 5

Communication

STUDENT GUIDE

OBJECTIVES

1. Explain the communication system at the health center.
2. Demonstrate how to write a letter of request.
3. Demonstrate how to write a telegram.
4. Operate a two-way radio.
5. Do preventive maintenance and repair work on a two-way radio.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 5, read the Student Text - Unit 5, and answer the review questions.
2. In class, review the Operations manual and the Student Text.
3. Practice writing a letter of request.
4. Review and discuss your letter and how to write letters in general.
5. Practice writing a telegram.
6. Review and discuss your telegram and how to write telegrams.
7. Watch an instructor demonstrate how to operate, maintain, and repair a two-way radio.
8. Practice operating, maintaining, and repairing a two-way radio.

5.1 USES OF COMMUNICATION IN PRIMARY HEALTH CARE

Communication is the passing of information from one person to another person. Communication is involved in almost every part of a primary health care program.

Delivering Health Services

You will use communication to:

- Care for patients
- Refer and follow-up patients
- Consult with your supervisor
- Give advice to community health workers
- Handle emergencies
- Report disease statistics to the ministry of health
- Organize community health programs such as immunization of children

Managing the Health Center

You will use communication to:

- Order drugs and supplies
- Report equipment breakdowns and request repairs
- Coordinate and request transport
- Report financial data to the ministry of health
- Set appointments, arrange meetings, and confirm schedules
- Provide follow-up support for the health center

Supervising and Training Health Workers

You will use communication to:

- Arrange community health worker training programs
- Guide community health workers in their work
- Arrange in-service training courses for the health team
- Report personnel information to the ministry of health

In this unit, you will learn how to communicate over long distances.

5.2 COMMUNICATION RESOURCES

People living in the community near the health center have various ways of communicating with friends and relatives who live in distant towns. Visiting their friends and relatives and talking with them is probably the most common means of communication. They also write letters and in emergencies send telegrams or use a telephone. Sometimes they ask a traveler to deliver a message for them. You can use these same types of communication to support the delivery of primary health care services in your area.

You must communicate with supervisors and referral facilities at the district level, with community health workers in outlying communities, and with community leaders in your area. Communication with these people is an essential part of a good primary health care service. The communication resources found at health centers are post office, messengers, telephone, two-way radio, and telegraph.

Communication resources vary greatly from one community to another. To find out what resources are available to you, you will have to do a special communication survey when you arrive at your health center. See Sections 5.2 and 5.3 in the Operations manual.

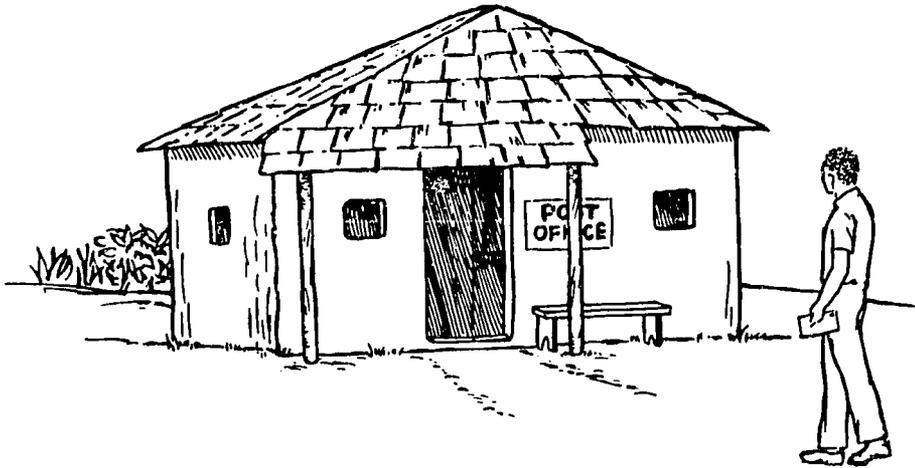
Post Office

You will use the post office to send written messages to supervisors, community health workers, community leaders, and others.

One advantage of written communication is that it provides a permanent, official record of communication. All official communication must be in writing or confirmed in writing. Another advantage is that the exact same message can be sent to many people by using carbon copies. Carbon copies save time and prevent confusion.

The main disadvantage of written communication is that the post office can take a long time to deliver the message. A reply can also take a long time.

As a general rule, use written communication unless you need a reply urgently.



To communicate clearly, use simple language, short sentences, and familiar words. See Section 5.4 of the Operations manual. This section shows examples of the writing style and format for letters and memos used in the ministry of health. For more examples, study the letters and memos that you receive from your supervisor and other officials.

When you are writing an important letter or memo, it is usually a good idea to ask a fellow health worker to read it. This is especially true if you are making a complaint that may upset others. Ask the worker to tell you his understanding of the message. If it is not clear to him, you should rewrite it until it is clear. It may be helpful to put the letter aside overnight and then look at it again the following day. The next morning it may take on a different meaning. You may have thought of ways to improve it. Never write a letter or memo in anger or in haste. This is especially true on an important or sensitive subject such as a personnel problem. Once you commit yourself in writing, the letter is official. You cannot easily make changes.

Messengers

You will use messengers to deliver messages within the community, to community health workers in outlying communities, and to supervisors at the district level.

The advantage of using a messenger is that you can send and receive messages when no other means of communication is available. This is especially important in rural health centers without telephone, telegraph, or postal service.



The disadvantage of using a messenger is that messengers sometimes fail to deliver your message.

As a general rule, use messengers when no telephone or telegraph is available and you have a message that needs to be delivered quickly.

Select messengers carefully. Be certain the messenger is dependable and will not forget to deliver the message. The person you select should be capable of understanding and following instructions. Whenever possible, the messenger should be familiar with the area where he will be traveling.

The best way to judge a person for the messenger role is through experience. If possible, always use the same messenger. You will get to know if he is a good messenger. This person will become familiar with the persons to whom you send most of your messages. He will know what hours they can be found at work, at home, or at other places. With this knowledge and experience, he will be able to deliver your messages in less time. See Section 5.5 of the Operations manual.

Telephone

You will use a telephone to communicate with supervisors, and other persons who have a telephone or live near a telephone. The telephone may be located in the health center or in the community.



The advantage of a telephone is that it provides immediate, two-way communication. You can discuss problems, and receive immediate answers.

One disadvantage of a telephone is that it does not provide a written record of the communication. Also, very few primary health care workers have telephones. Another disadvantage is that it is sometimes difficult or impossible to place calls to distant towns because of technical problems.

Use the telephone when you need to communicate with someone urgently and to follow up routine matters.

If your health center has a telephone, the ministry of health will have standing rules and procedures concerning who can use it and what calls they can make. You will have to ask the ministry of health for approval if you are going to be using a telephone outside the health center. You may be able to obtain approval in advance for using the telephone in specific situations up to a certain cost limit. Discuss this with your supervisor. See Section 5.6 of the Operations manual.

*Two-Way Radio**

You will use a two-way radio much like you use a telephone.

The advantage of a two-way radio is the same as for a telephone. It provides immediate, two-way communication.

* The clinical materials in the Medex Primary Health Care Series do not assume the availability of a two-way radio at the health center. This section on two-way radio is included for use as an elective in those countries in which health workers do have radios.

The main disadvantage of a two-way radio is that the equipment is very expensive and difficult to operate and maintain. Also, depending on weather conditions and other factors, radio reception is sometimes poor. Even simple messages are sometimes difficult to communicate.

Police, agriculture extension officers, or other people in the community may have a two-way radio that you can use. If your health center has its own radio, you will receive special training in:

- Checking radio equipment
- Radio operation and use of frequencies
- Radio language
- Preventive maintenance of radios
- Minor repair and replacement of radio parts
- Control and protection of radio equipment

See Section 5.7 of the Operations manual.

Telegram

Use telegrams to communicate with supervisors and others who have access to the telegraph system.

Telegrams have several advantages. They provide a written, official record of communication. They are fast and usually receive immediate attention when they are delivered. They force the sender to be concise and to the point.

Telegrams also have several disadvantages. Most primary health care workers are not covered by the telegraph system. Telegraph operators can make mistakes when sending messages. Mistakes cause confusion and misunderstandings. You must also take time to deliver your message to the telegraph office and pick up the reply.

As a general rule, use telegrams when you need to communicate quickly and need an official written record of the communication. Telegrams are expensive. You cannot use them for routine communication.

You must have ministry of health approval to use telegrams. You may be able to obtain approval in advance for sending telegrams in specific situations, to specific places, and up to a certain cost limit. Discuss this with your supervisor.

Make notes before writing a telegram. Your telegram should contain only essential information. If you want a reply, end the telegram by saying, "Please reply by telegram."

Before sending the telegram, review it once more and eliminate or abbreviate words in order to make the message as short and concise as possible. You should make certain that names, addresses, dates, times, and figures are correct. For example, if you are ordering drugs, their names and reference numbers should be thoroughly checked. Next, you should ask someone else to read your telegram and repeat back to you his understanding of the message. This will help to make sure it will be understood by the person who is going to receive it. If you are taking the telegram to the telegraph office, you can ask the telegraph operator for further help in wording the message. See Section 5.8 of the Operations manual.

REVIEW QUESTIONS

Communication

1. List five communication resources found at health centers.

a.

b.

c.

d.

e.

2. TRUE (T) or FALSE (F)

___ All messages should be written.

___ Never explain the contents of a written message to the messenger.

___ Give the messenger clear instructions and ask him to repeat them.

___ All telegrams cost about the same.

___ When answering the telephone, always give your name and the name of the health center.

3. What are the two advantages of written communication?

EXERCISE 10

Writing a Letter

SITUATION

You are the mid-level health worker at Satittoa Health Center. You supervise community health workers in four villages: Lalomanu, Tiavea, Maila, and Faleolo. For two years you have been traveling by bus or walking when you go to those villages. You can reach Lalomanu and Tiavea directly by bus. You take a bus to the end of the line and then walk 3 km to reach Maila and 4.5 km to reach Faleolo. The bus is slow and unreliable.

According to your work schedule you are expected to visit each village once per week. You feel that a motorcycle would be very helpful in making these visits. You would be able to reduce your travel time by eight to ten hours per week. You could spend this time working with the community health workers in the villages. The cost of operating the motorcycle would amount to about \$3.00 per week. You are now spending \$2.25 per week on bus fares.

Mid-level health workers in other health centers in other districts use motorcycles provided by the ministry of health. No motorcycles have been assigned in Alepata district where you work. If the ministry of health assigned a motorcycle to you, it would be the first one in Alepata district.

You have discussed this with your supervisor, Dr. Asi, several times. He said he is willing to request a motorcycle for you. However, he said he needs justification. Last week, when you visited him in his office at the Alepata district hospital, you brought up the subject again. He said, "Write me a letter. Give me all the facts you can, and I will see what I can do."

So now, to get a motorcycle, you must write a letter to your supervisor.

YOUR ASSIGNMENT

Step 1

Imagine that you are the mid-level health worker in charge of Satittoa Health Center. Write a letter to your supervisor requesting a motor-

cycle for your health center. Follow the guidelines and format for letters in your Operations manual. You are to work alone for thirty minutes to write this letter.

Step 2

Choose a partner and exchange papers. Review each other's letters. Write comments and then discuss them with your partner. You have fifteen minutes for this part of the exercise.

Step 3

The class discusses how to write a letter. The instructor will ask some students to read their letters to the class.

EXERCISE 11

Writing a Telegram

SITUATION

You are in charge of Satitoo Health Center. Satitoo Health Center is 65 km from the district hospital. Your supervisor, Public Health Nurse Maluz, is stationed at the Aiepata district hospital. The local telegraph office is the only reliable communication link that you have with the district hospital.

YOUR ASSIGNMENT

Step 1

Your instructor will read a description of an outbreak of disease. Listen very carefully as the instructor reads.

Step 2

You are going to write a telegram to your supervisor reporting this outbreak of disease. Your instructor will read the description of the outbreak a second time. Make notes of the important points as he reads. Then write a telegram to your supervisor. Follow the guidelines and format for telegrams in your Operations manual. You have twenty minutes to write the telegram.

Step 3

Choose a partner and exchange papers. Review each other's telegrams. Write comments and then discuss them with your partner. You have fifteen minutes for this part of the exercise.

Step 4

The class discusses how to write a telegram. The instructor will ask some students to read their telegrams to the class.

EXERCISE 12

Operating, Maintaining, and Repairing a Two-Way Radio

YOUR ASSIGNMENT

An instructor will show you how to operate, maintain, and repair a two-way radio. You are to practice these skills until you feel confident that you can do them correctly. Then ask the instructor to evaluate your skills. The instructor will use the skill checklist included with this exercise to evaluate you. It may take several days or weeks of practice before you can do all the skills correctly. You must be able to do all of the skills correctly before you begin the community phase of your training.

SKILL CHECKLIST

Operating, Maintaining, and Repairing a Two-Way Radio

This checklist has two purposes:

- 1) Students should use it as a guide for checking their own skills or other students' skills.
- 2) Supervisors should use it when they evaluate how well students operate, maintain, and repair a two-way radio.

After observing a student, enter a rating in the appropriate column.

Rating: 1 = Inadequate
 2 = Needs improvement
 3 = Satisfactory
 4 = Above average
 5 = Excellent

When operating, maintaining, and repairing a two-way radio, you should:

	YES	NO	RATING	COMMENTS
1. Understand and use the standard phrases				
2. Send and receive calls using the step-by-step procedures outlined in Section 4.7 of the Operations manual				
3. Maintain and repair the radio equipment including the antenna and the power source using the preventive maintenance and repair procedures listed in the Preventive Maintenance and Repair Guide in Section 5.7 of the Operations manual				

Unit 6

Personnel

STUDENT GUIDE

OBJECTIVES

1. Explain the role of the mid-level health worker in:
 - Recruitment and selection of personnel to work in the health center
 - Orientation of new, locally hired personnel
 - Scheduling of leave for health center personnel
 - Performance evaluation
 - Disciplinary action
 - Grievance procedures
2. Prepare a job description and job requirements for use in the local hiring of health center personnel.
3. Work as a team to plan annual leave schedules.
4. Demonstrate leadership and team building skills.
5. Fill out an Annual Performance Evaluation form and prepare for an annual performance evaluation meeting with an employee.
6. Describe how to manage disciplinary problems.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 6, read the Student Text - Unit 6, and answer the review questions.
2. In class, review the Operations manual and the Student Text.
3. Work in a small group to draft a job description and employment requirements.
4. Review and discuss the work done in the small groups.
5. Take part in a role-play exercise to discuss and fill out an annual leave schedule and practice leadership and team building skills.

6. Discuss the role-play exercise.
7. Use an Annual Performance Evaluation form and the guidelines in your Operations manual to evaluate yourself as a student.
8. Consult your Operations manual for methods you might use to improve your work as a student. Prepare notes for use in developing with your instructor a plan for improving your work.
9. Fill out the Annual Performance Evaluation form for a worker described in a case study. List three strengths and three areas needing improvement. Prepare notes for a joint work plan for improvement.
10. Take part in a class discussion of this work.
11. Work in a small group to read, discuss, and determine solutions to problems in disciplinary action.
12. Take part in a class discussion of those problems and of the proposed solutions.

6.1 THE PERSONNEL SYSTEM IN PRIMARY HEALTH CARE

Of all the resources you have to work with, people are the most important. Sometimes you can get along without enough money, equipment, or supplies. But it is much more difficult to get along without people.

The way the members of a health team feel about their work depends on the attitude of the organization for which they work. An organization with a good attitude is interested in the people that work for it. People like to work in a place where they are treated fairly and consistently. This is called a healthy work place.

The rules and regulations of the personnel system are designed to help create a healthy work place. These rules apply equally to everyone. They help to make sure that everyone is treated fairly. A personnel system has standardized rules for:

Recruitment and selection	Leave procedures
Training	Performance evaluation
Posting and transferring	Disciplinary action
Promotion	Grievances
Resignation	

A well organized personnel system will help you in your work as a supervisor. If a personnel system did not exist, you would have to make a decision for each new personnel question. You would have trouble being consistent and fair. It is much better to refer to standard personnel procedures when dealing with a personnel issue. Knowing these procedures and how to apply them will:

- Allow you to deal fairly with health center employees
- Save you much time in handling personnel matters
- Save you much trouble because you will make fewer mistakes when handling personnel matters
- Help you increase the interest and motivation of your staff

Section 6 of the Operations manual outlines the procedures and forms used in the personnel system at the health center level. It will help you deal with personnel problems. You can also ask your super-



visor to help you with difficult personnel problems. The personnel department of the ministry of health is another source of help. The personnel department maintains the central personnel files for all ministry of health employees. It interprets the civil service regulations that apply to ministry of health personnel. It also provides you assistance with recruitment, appointments, transfers, resignations, requests for new positions, job analysis, job descriptions, and performance evaluation.

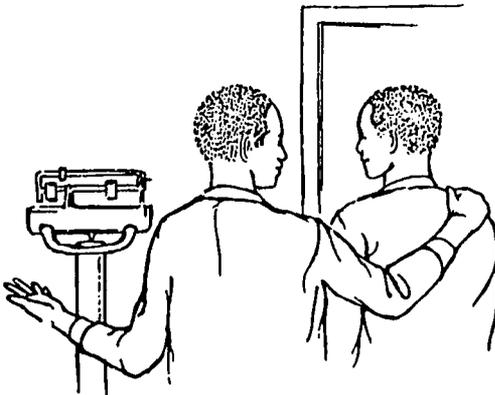
6.2 RECRUITMENT, SELECTION, AND ORIENTATION

Local Recruitment and Selection

Most of the staff at the health center will be recruited and posted by the ministry of health personnel department. This includes the mid-level health worker, the auxiliary nurse, and the midwife. You will be responsible for hiring the guard and the cleaner. See Section 6.3 of the Operations manual. You should have a job description for each job in the health center. The job description forms the basis for recruitment, selection, orientation, and performance evaluation.

Orientation of New, Locally Hired Employees

The orientation of new personnel is an important responsibility of the mid-level health worker. You should make new employees feel welcome as members of the team. You should also give them a good



understanding of their job, their relationship with the other team members, and their contacts with the public. Help them to quickly get to know the buildings, grounds, supplies, equipment, and supporting services that make up the health center. See Section 6.4 of the Operations manual

6.3 LEAVE AND LEAVE PROCEDURES

Ministry of health personnel are eligible for five types of leave with pay:

- Annual leave
- Sick leave
- Leave for death in the family
- Education and training leave
- Maternity leave

Scheduling Leave and Leave Procedures

You must keep track of health team members' leave. Employees must submit leave requests to you on the Application for Leave form. If you schedule leave properly, you can avoid conflicts and help maintain good morale among your team members. Preparing an Annual Leave Roster is a good way to do this. The roster will help you to ensure that critical health center activities are fully staffed and that no two members of the health team are away at the same time. See Section 6.5 of the Operations manual

6.4 PERFORMANCE EVALUATION

Performance evaluation is the way by which employees can see how well they are doing on the job. During the year you will continuously review the performance of team members and work with them to help

them do a better job. You will listen to their problems, watch how they work, and inspect the quality of their work. This informal, daily evaluation is the best type of performance evaluation.

As part of your evaluation of employees, you will also do a formal, written evaluation once a year. This is called the annual performance evaluation review. The Annual Performance Evaluation forms are placed in the employee's permanent record. You must do them carefully and fairly. You do an annual performance evaluation review by measuring an employee's work performance. You then compare his performance with his job description and with work objectives that have been set for the job. You write your findings on the Annual Performance Evaluation form. You discuss these findings with the employee. Then you work out a plan with the employee for improving his performance.

Why Performance Evaluation is Difficult

Most workers want to know how they are doing. They also want to know what you, as the health team leader, think of them and their work. They often ask such questions as "How have I been doing? How am I doing now? Does my boss think I am doing as well as I think I am doing? Where do we differ? What is expected of me in the future?" A good performance evaluation will help you answer these questions.

The difficulty in doing performance evaluations is that people usually do not like criticism. No one wants to hear that he is not working hard enough or not doing a good job. Because of this, you may not want to discuss performance with employees who are doing a poor job. However, employees who are doing a poor job are the ones who need your evaluation the most. An evaluation will help them improve their performance. This in turn will help improve the performance of the whole health team.

Team morale will not improve nor will the team function better if you avoid criticism. Failing to criticize a poor job is unfair to team members who are working hard and doing a good job. Failing to criticize allows small problems to grow into big ones. An employee may go on performing poorly. His performance may get so bad that it becomes too late to change his way of doing his work. You may then have to transfer him or fire him. This is unfair to the employee. It is also a mark of a poor supervisor.

See Section 6.6 of the Operations manual.

6.5 DISCIPLINARY ACTION AND GRIEVANCE PROCEDURES

As leader of the health team, you must deal with disciplinary problems and handle grievances. You may have to recommend transferring or dismissing an employee.

You will not have serious discipline problems or grievances from health team members if you are able to create good team spirit. The worker who thinks his work and the work of the team is important is more likely to follow the rules and to have few complaints. On the other hand, a worker who feels he does not belong to the group or feels that his work is not important may not follow the rules. He may have many grievances.

To help create good team spirit you must act as an advisor, counselor, and helper to your team members. Only on rare occasions should you take actions to punish a team member.

Employees remember punishment for a long time. At best, it corrects a problem. Often it lowers motivation and effectiveness. You should use punishment only as a last resort.

Disciplinary Action

Disciplinary action can take many forms. The action may be a simple suggestion or word of caution. You may point out an example of poor work performance. Or it may develop into a series of verbal and written warnings. Normally, disciplinary action should be corrective. That means the action should point out what is wrong with how an employee behaves and help him to correct it. In extreme cases, disciplinary action means to apply certain penalties. Some examples are suspension from work without pay, demotion, or dismissal.

You can deal informally with disciplinary problems involving only mild verbal warnings. You should follow standard disciplinary procedures on all other disciplinary problems. Document each step in the employee's personnel file.

See Section 6.7 of the Operations manual.

Grievance Procedures

You will have to manage grievances and complaints when you are in charge of a health center. Your natural response may be to avoid such matters. But the problem will not go away until you resolve it. In fact, if not settled at an early stage, a small grievance will often grow into a big problem. A good supervisor will resolve most problems before they become formal grievances. You can do several things to reduce the number of grievances at your health center. Keep promises to your team members. Do not make promises you cannot keep. Tell your team members how they are doing in their work before performance evaluation time. If a team member's work is not good, help him to improve. Be open to suggestions and criticism. Be responsive to grievances. Take corrective action promptly, before the grievances grow into big problems. Do not discipline in public. Arrange for a private meeting.

At times you and an employee may not be able to agree on a grievance. Do not get angry. Anger will not solve the problem. It will probably make the problem worse. Ask the employee to put his grievance in writing so that you can present it to your supervisor at the district level.

See Section 6.8 of the Operations manual.

REVIEW QUESTIONS

Recruitment, Selection, and Orientation

1. Knowing the personnel system rules and procedures, and applying them properly, assists the mid-level health worker in many ways. List three of these ways below:

a.

b.

c.

2. You and the other health team members agree that a guard is needed at the health center. What steps would you take to hire one?

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

Step 8:

Step 9:

Step 10:

3. List the four steps for the orientation of new, locally hired employees.

Step 1:

Step 2:

Step 3:

Step 4:

4. TRUE (T) or FALSE (F)

— Never ask non-professional employees who have routine tasks how to improve the way the work is done.

REVIEW QUESTIONS

Leave and Leave Procedures

1. List the five types of leave with pay for which ministry of health personnel are eligible.

a.

b.

c.

d.

e.

2. What are the steps involved in a health team member taking leave for the death of his brother?

Step 1:

Step 2:

Step 3:

Step 4:

3. Listed below are six approaches which a mid-level health worker might take in planning and scheduling leave for the health team. For each approach check whether you think it is a good approach or a poor one, and be prepared to discuss your views in class.

In my view, this
approach is
GOOD POOR

The mid-level health worker should:

- a. Avoid having two members of the team on leave at the same time
- b. Prepare the Annual Leave Roster alone, without interference, and then show it to the staff
- c. Encourage employees to take at least one week of their leave at a time to get a meaningful rest away from work
- d. Generally agree to the times requested by the employees without regard to program activities
- e. Encourage employees to put off their leave and hold it over to the next year so they can have longer vacations
- f. Review employee records before discussing leave with the staff. Make sure of the number of days they are entitled to and note their past years' preference for leave times

REVIEW QUESTIONS

Performance Evaluation

1. TRUE (T) or FALSE (F)

___ An employee's performance should be evaluated only once each year.

2. What are the seven steps of an annual performance evaluation review?

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

3. TRUE (T) or FALSE (F)

___ Performance evaluation is an effort shared by the mid-level health worker and the employee.

4. How can the mid-level health worker follow up after the annual performance evaluation?

REVIEW QUESTIONS

Disciplinary Action and Grievance Procedures

1. TRUE(T) or FALSE(F)

- ___ When an employee breaks a rule, you should ignore it and hope he will realize he made a mistake and correct it himself.
- ___ As supervisors we should see ourselves as advisors and helpers rather than as bosses who give out punishment to our staff.

2. Taking disciplinary action with an employee normally involves five steps or levels. Select the five from the following list and number them in order from 1 to 5.

- ___ Send a memo to personnel department
- ___ Give the employee a leave of absence without pay
- ___ Recommend a dismissal or transfer
- ___ Meet with the health center staff to discuss the employee's problem
- ___ Hold a warning interview
- ___ Suspend the employee for one or two days
- ___ Give the employee a friendly, verbal warning
- ___ Consult with the employee's co-workers, patients, family, and friends to try and find out what the problem is
- ___ Give the employee a formal, written warning

3. One of your staff members thinks she is being treated unfairly. She wants to file a grievance. What guidelines should you follow for handling such a situation?

EXERCISE 13

Recruiting and Selecting a Guard

THE SITUATION

You have received permission from the ministry of health personnel division to recruit a guard for your health center. No job description exists for this position. The personnel division has asked you to prepare one. Your district supervisor and the personnel division will review the job description before they allow you to hire a guard.

When you are ready to hire someone, you should review the job description, then make a list of the skills required for the job. Also list the special requirements for your health center such as working hours, additional duties, and special physical demands.

YOUR ASSIGNMENT

Step 1

Working in a small group, draft a job description for a guard. Use Worksheet A for Exercise 13 provided by the instructor.

Prepare a list of employment requirements that your group would use in employing someone for this position. Follow the steps in Section 6.3 of the Operations manual in making this list. Be sure to note that some skills listed are required or essential. Others are desired but not essential. Use worksheet B provided by the instructor for this part of the exercise. Select a spokesman who will present your group's work to the class. You will be allowed forty-five minutes to complete this part of the exercise.

Step 2

The spokesman will present your group's recommendations to the full class. If you have anything to add, make your comment after the spokesman's presentation. Each group will present its recommendations. A class discussion will follow.

EXERCISE 14

Making an Annual Leave Roster

SITUATION

The health center in Wabago has five staff members: the mid-level health worker, auxiliary nurse, midwife, cleaner, and guard. A team meeting is called to prepare the Annual Leave Roster.

Each team member knows what days he or she wants for annual leave. However, certain health activities scheduled during the year will require all team members present and working. These activities include special immunization clinics, community surveys, and two primary health care workshops at district headquarters. Conflicts occur between these health activities and some annual leave requests. The mid-level health worker will lead the meeting. He has the responsibility and the authority to make final decisions on when annual leaves will be granted for the health team members. He hopes to complete the roster during a thirty minute meeting.

YOUR ASSIGNMENT

This is a role-play exercise. You will play the part of one of the five health team members at the staff meeting. You will use an Annual Leave Roster worksheet provided by the instructor. The instructor will also give each of you a general information handout describing the five roles. Once you are assigned a role, the instructor will give you a handout describing your specific role in detail.

Each team member will go into the role-play with two sets of information. One set will be the general information known to all team members. This includes information such as the length of time the person has been employed at the health center. The second set of information is about specific roles. This includes information such as the person's personal plans and desired leave time. Only the person playing the role knows this personal information.

Step 1

Work as a group under the direction of the mid-level health worker to enter on the worksheet activities planned for the year. Complete

the worksheet by filling in the annual leave to be scheduled for each team member. Resolve any conflicts. You have thirty minutes for this part of the exercise.

Step 2

Spokesmen present to the class the leave rosters worked out by their groups. The spokesmen are to focus on how the group resolved conflicts and made decisions.

Step 3

The instructor and students will make brief comments and comparisons following each presentation.

EXERCISE 15

Evaluating Job Performance

YOUR ASSIGNMENT

In this exercise you will practice filling out the Annual Performance Evaluation form. You will first fill out a form for yourself. This will help you understand performance evaluation. It will also help you understand performance evaluation from the point of view of your employees. Then you will fill out the form for a sample case.

Step 1

Working alone, evaluate yourself as a student from an instructor's point of view. Use the Annual Performance Evaluation form provided by the instructor.

Step 2

List your three most important strengths as a student. List the three areas where you think you can improve your performance as a student.

Step 3

Prepare notes for use in working with your instructor to develop a plan for improving your work. Consult your Operations manual for methods you might use to improve your work as a student. This is a personal exercise. You will keep this form. You will not turn it in or share it with others.

Step 4

Work alone to fill out an Annual Performance Evaluation form on the sample case of Mary Wutani. The instructor will hand out the forms and sample case. List three strengths and three areas for improvement. Prepare notes for a joint work plan for improvement.

Step 5

Take part in a class discussion. The results of the evaluations will be compared and listed on the chalkboard.

EXERCISE 16

Solving Disciplinary Problems

YOUR ASSIGNMENT

Work in small groups to review five case studies of disciplinary problems.

Step 1

The instructor will divide the class into small groups and hand out the descriptions of the problem situations.

Step 2

Read the first problem and discuss it in your group. Prepare written answers to the questions. Spend twenty minutes reading, discussing, and writing your answers to this problem.

Step 3

Discuss the remaining four problems and answer the questions. You will be allowed twenty minutes for each of the five problems.

Step 4

The full class will meet and discuss each of the problems. Make notes on your worksheets of the most useful approaches that come up in the discussion.

Unit 7

Finance

STUDENT GUIDE

OBJECTIVES

1. Explain the role of the mid-level health worker in the financial system at the health center level.
2. Demonstrate how to account for cash received at a health center.
3. Prepare applications for travel and subsistence allowance.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 7, read the Student Text - Unit 7, and answer the review questions.
2. In class, discuss the Operations manual and Student Text.
3. Complete the Cash Receipts Book for one week and prepare to hand over the funds to your supervisor.
4. In a small group, review and discuss your work with the Cash Receipts Book.
5. Discuss the exercise and your work in the small group.
6. Prepare a payment voucher for a travel and subsistence claim based on information given to you.
7. In a small group, review and discuss your work with the payment voucher.
8. Discuss the exercise and your work in the small group.

7.1 THE FINANCIAL SYSTEM IN PRIMARY HEALTH CARE

The Financial System

The financial system consists of laws, policies, regulations, procedures, and forms related to using money. The financial system is designed to make it easy for the ministry of health to plan and use money to carry out its programs. It is also designed to protect government money from being misused or wasted.

The ministry of finance has responsibility for the financial affairs of the ministry of health and other government ministries. The principal finance officer for health is an employee of the ministry of finance. He is the key person responsible for controlling use of health funds. There are regional and district finance officers under the technical supervision of the principal finance officer.

The treasury, which is part of the ministry of finance, makes all payments for the ministry of health. The district supervisor submits payment vouchers to the ministry of health finance officer. The finance officer approves the vouchers and submits them to the treasury for payment. The ministry of health planning unit oversees planning, health information, evaluation, and budgeting. The unit supports personnel in the field in the preparation of the annual estimates.

You will have to keep records on money collected at the health center. You will also keep records on expenses the government must pay back to you or other health team members. You are legally and financially accountable for errors and losses.

The Annual Estimates

Once a year your district supervisor will ask you about the need for personnel, supplies, and equipment at your health center. He gathers this information to support budget requests for the primary health care services in your district. This information becomes part of the government's annual estimates.

The annual estimates, or budget, is a plan that divides the ministry of health money among health programs. The money for the budget

207

comes from revenues including taxes, fees, loans, and grants. The fees you charge for health services are one form of government revenue.

The estimates are divided into two main parts, recurrent expenditures and capital expenditures. Recurrent expenditures are expenditures for the operating costs of the ministry of health such as salaries, benefits, travel, drugs, supplies, maintenance, and minor equipment. The recurrent budget is sometimes called the current budget or operating budget. Capital expenditures are expenditures for buildings and for equipment that normally lasts more than one year. Vehicles are included in the capital budget.

The budget is based on a fiscal year which runs from 1 July through 30 June. The process for developing the budget estimates involves many factors, including:

- The amount of revenues and expenditures from previous fiscal years
- Changes in need due to population changes
- Program changes
- The effect of inflation
- Political issues
- The balance of payments with other countries
- Policies and commitments of the national government

Health workers at the district, regional, and national levels of the ministry of health prepare the annual estimates for the health budget. The ministry of health submits these preliminary estimates to the ministry of finance. The ministry of finance reviews the estimates from all the ministries to make sure there will be sufficient revenue to cover expenditures.

The ministry of health revenues are usually not large enough to provide all the needed health services. Budgeting helps the ministry of health to make decisions to spend money on those services which are of greatest importance. To do this the ministry of health must cut down on services of lesser importance. Similarly, at the national level the government must make choices of how much of its limited money it can spend on health, education, public works, agriculture, tourism, defense, and other needs.

See Section 7.2 of the Operations manual.

7.2 REVENUES

Collecting and Handling Money

You will be responsible for collecting money for the services which are provided by the health team. These include patient service fees, charges for drugs and dressings, and fees for delivering babies.

Money collected by the ministry of health is added to the general revenues of the country. You and the members of the health team may not use money collected at the health center. All money collected must be given to your district supervisor. See Section 7.4 of your Operations manual. You are accountable for any loss or mismanagement of these funds. Therefore, take extra care to follow the procedures exactly.

Patients Unable to Pay

It is government policy to charge small fees for health services to people who can afford to pay. It is also policy that all citizens have the right to health care, and no one is to be denied services because they are unable to pay. People who are unable to pay must submit written evidence that they are unable to pay at the time the service is provided. In case of emergencies, they may submit the written statement later.

See Section 7.4 of the Operations manual.

7.3 EXPENDITURES

The ministry of health provides most of what you need at your health center. This includes supplies, drugs, equipment, and salaries for staff. Therefore, as a mid-level health worker, your need and your authority to spend money are very limited. You may occasionally be authorized to purchase drugs and supplies. This is the case if there is an emergency or if you cannot obtain the items through the government supply system.

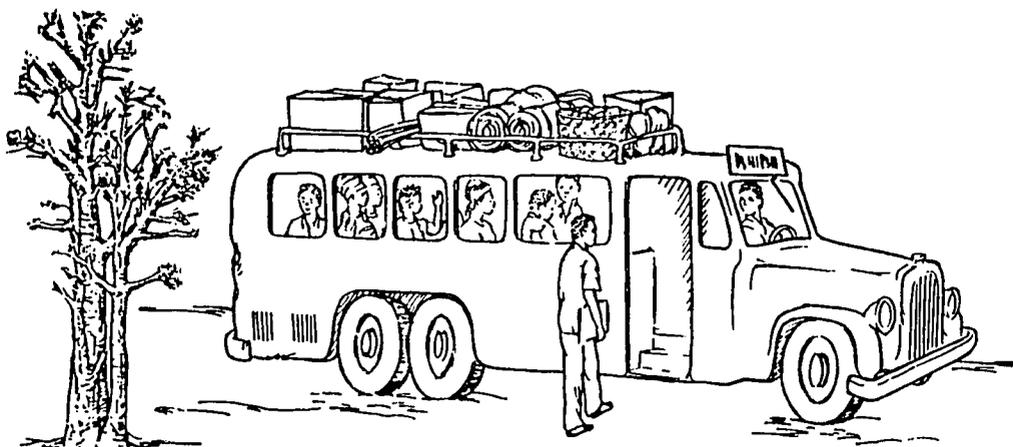
You will also be involved with obtaining reimbursement for yourself and your team members for travel and subsistence expenses while on official business. There are several types of reimbursements which a mid-level health worker can claim when carrying out official duties. These include:

- Subsistence allowance if away from home post overnight on official duty

- Transportation expenses when on official duty

- Payment for use of personal vehicle when on official duty, and when authorized in advance by your supervisor

- Travel allowance for annual leave



See Section 7.6 of the Operations manual.

Under certain conditions, you may be eligible for receiving an advance of funds before starting on a trip or incurring other expenses for official purposes. See Section 7.7 of the Operations manual.

The Payroll System

The ministry of health central accounting unit prepares paysheets authorizing payment of salaries and wages and sends them to the ministry of finance. The treasury division of the ministry of finance sends the salaries and wages to the district finance officer. Medical

personnel, including mid-level health workers, auxiliary nurses, and midwives, receive their salary checks monthly at the district finance office or have them deposited directly into personal bank accounts.

Locally hired personnel, guards and cleaners, receive their wages weekly, in cash, from the district finance office.

If an employee is transferred within a district, the pay location remains the same. If an employee is transferred from one district to another, the ministry of finance pays him from the district finance office in his new district. See Section 7.5 of the Operations manual.

REVIEW QUESTIONS

Finance

1. Check the correct answer. All payments are made by the:
 District and regional ministry of health finance officers
 District and regional medical officers of health
 Treasury
 Regional and central hospitals

2. Name and explain the two major parts of the annual budget estimates.
 - a.

 - b.

3. What is your role as a mid-level health worker in making the annual estimates?

4. In what way can a mid-level health worker add to the government resources available for primary health care work?

5. TRUE (T) or FALSE (F)
 You should always give a receipt when receiving money.
 More than one person can be responsible for the money on hand in the health center at any one time.

- _____ You should keep money in a secure place and give it to your supervisor or officer responsible for finances on a regular basis.
- _____ The person in charge of the health center should maintain a daily record of receipts.
- _____ All patients are required to pay fees no matter how rich or poor they are.

6. List the seven items of information which should be contained in the health center Cash Receipts Book.

a.

b.

c.

d.

e.

f.

g.

7. Explain the difference between the pay procedures for medical personnel and locally hired personnel.

8. What should you do about a mistake that occurs in your paycheck?

9. What four types of reimbursement can a government employee claim when carrying out official duties?

a.

b.

c.

d.

10. What form is used to apply for collection of travel and subsistence expenses?

11. Briefly describe the procedure for processing this form and collecting the money due you.

EXERCISE 17

Accounting for Cash Receipts

SITUATION

The cash received each day at your health center is entered in the Cash Receipts Book. Every Monday you give to your supervisor the money that has been collected for the previous week. Last week \$19.70 was collected. You were on leave all week. The midwife on your team did not enter the cash received each day in the Cash Receipts Book. She did, however, enter the fees in the Patient Register and make a separate list of money collected and spent. She also gave receipts to all the patients.

It is Monday. You have two things to do today regarding last week's money. The first is to bring the Cash Receipts Book up to date by making entries for each day of last week. The second is to hand over the money to your supervisor when he makes his regular Monday visit.

YOUR ASSIGNMENT

Step 1

The instructor will hand out the midwife's list of money collected and blank pages of the Cash Receipts Book. Work alone to complete the Cash Receipts Book for the week. Follow the procedures outlined in the Operations manual. Prepare to give the funds to your supervisor. You will have fifteen minutes for this part of the exercise.

Step 2

Form groups of three. Exchange papers with another student in your group. Review your fellow student's paper. Make corrections and then discuss all three sets of papers in your group. Make a note of specific problems or questions which your group may have. You will have fifteen minutes for this activity.

Step 3

The instructor will lead a discussion with the entire class. One or more students will be asked to explain how they completed the exer-

cise. Others will comment. The specific problems and questions noted by the groups in Step 2 will be discussed. The instructor or a student will then outline the correct procedure. Make notes in your Operations manual for future reference.

EXERCISE 18

Applying for Travel and Subsistence Allowances

SITUATION

Your supervisor at the district hospital asked you to accompany a patient who was being referred from your clinic to the regional hospital. While in the regional capital, you were to see people at the central pharmacy about problems in getting drugs. You were also to visit the mid-level health worker training center to advise staff there about the drug supply problem.

You left your health center at 1 p. m. on Monday, August 15, with the patient. You traveled to the regional capital in a military plane, landing at the regional capital airport about 3 p. m. You used a commercial taxi to take the patient to the regional hospital. The taxi cost \$12. By the time the patient was admitted to the hospital, it was late in the day. You went to your parents' house. You stayed there each of the three nights you were in the capital. You spent the next day at the regional pharmacy and the following day at the mid-level health worker training center.

You left the capital on Thursday at 6 a. m.; you traveled by bus to the district hospital, arriving at 2:30 p. m. While at the district hospital you

stayed overnight in a government rest house. On Friday you rode home with a driver who had come to the district hospital to pick up supplies. You arrived at your health center at 4 p. m. on Friday, August 19. You are allowed \$1.50 a day to cover subsistence costs.

YOUR ASSIGNMENT

Step 1

Work alone to prepare a payment voucher for a travel and subsistence claim based on the information outlined above. Follow the procedures outlined in the Operations manual. Use the payment voucher form provided by the instructor. You have twenty minutes to complete the form.

Step 2

Form groups of three. Exchange papers with one of the persons in your group. Review your fellow student's paper. Make corrections and then discuss all three papers in your group. Make a note of specific problems or questions which your group may have. You have twenty minutes for this review.

Step 3

The instructor will lead a discussion with the entire class. One or more students will be asked to explain how they completed the exercise. Others will comment on the presentations. The specific problems and questions noted by the groups in Step 2 will be discussed. The instructor or a student will then outline the correct procedure on the chalkboard. Make notes in your Operations manual for future reference.

Unit 8

Health Information

STUDENT GUIDE

OBJECTIVES

1. Explain the health information system at the health center level
2. Demonstrate how to fill out a Patient Card and an Under-Five Card.
3. Demonstrate how to record information in health center books.
4. Demonstrate how to transfer information from a Patient Register to a Monthly Patient Report form.

LEARNING ACTIVITIES

1. Study the Operations manual - Section 8, read the Student Text - Unit 8, and answer the review questions.
2. In class, review the Operations manual and Student Text.
3. Fill out a Patient Card.
4. Take part in a role-play exercise with a fellow student.
5. Fill out an Under-Five Card.
6. Take part in a role-play exercise with a fellow student.
7. Transfer patient information onto the health center book forms.
8. Observe and discuss how you and the other students summarized the patient information for the health center books.
9. Work in a small group to fill out a Monthly Patient Report based on patient information provided by the instructor.

10. Exchange your group's work with another group. Compare and discuss your work and theirs.
11. Take part in a class discussion of this exercise.

8.1 HEALTH INFORMATION

Health information is data about health conditions and health services. You will record health information on official ministry of health forms. Forms are tools to make the collecting, recording, and reporting of health information easier for you. They help to ensure that the information is complete and presented in a standard format. The standard format allows the district health office to combine information from your health center with information from other health centers in the district.

Importance of Health Information

A good primary health care system requires that you keep accurate and complete records of the health services that you and the health team provide in a community. You, your supervisor, and other ministry of health officials can use good health information to evaluate health problems and to plan services to meet those problems. Health officials at the district and central levels are depending on you and other mid-level health workers to provide them with information about health conditions in rural communities. The information you provide also helps your supervisor and others to manage health services.

8.2 USES OF HEALTH INFORMATION

Health information is used by ministry of health personnel at all levels of the primary health care system. This unit concentrates on how you will use health information at the health center. Here is an example of how health information was used at the central level by ministry of health officials.

For many years, hospitals with expensive equipment and highly trained staff were considered to be the solution to health problems in *(country)*. However, health information collected by the ministry of health showed that _____ percent of the people in *(country)* never visited a hospital, and that it was these people who had the most serious health problems. This health information led the ministry of health to adopt a primary health care approach to solving the country's health problems. This includes training you and your classmates. From this example, you can see that health information was used by the ministry of health to plan how to solve the health problems in *(country)*. In the same way, you can use health information to plan how to solve health problems in the community where you work.

Identifying Health Problems and Planning Health Services

You and your health team have to provide health services that meet the health needs of the communities where you work. When you are assigned to a health center, one of your first tasks will be to learn the major health problems in the community. Are these complaints more common among men, women, or children? How many people are affected? Answers to these questions are important if you are going to provide appropriate health services at your health center. For example, suppose you collect information that shows your community has a large population of children under five years of age. It also shows a large number of women in the child-bearing years. The types of health services needed would include maternal and child health services such as prenatal care, postnatal care, and child welfare. You might also decide to give more emphasis to encouraging child spacing. These decisions would be based on the health information you collected.

To determine what is most important in health care needs for your community, you must collect and report information about the most common complaints. You must ask yourself: What are the leading causes of death in my area? What makes people sick? How many people are affected? Who is affected? Are some groups or areas affected more than others?

The answers to these questions are important not only to you, but to people at the district and central levels. They need this information to make decisions on where to put the ministry of health's limited resources. The health information you submit to your supervisor is sent to the ministry of health. The ministry of health statistics department summarizes information from all health facilities in a national report.



Evaluating Health Team Performance

Health information will help you evaluate how well your health team is doing its work. For example, health information will show whether the number of infant deaths caused by diarrhea has declined since the start of the community health worker program. If not, you may decide to increase the health team's efforts in this program.

You can also evaluate yourself. For example, the Diary of Health Activities you keep will show whether you are spending too much time in the health center and too little time visiting community health workers. If so, you may want to change your work schedule to allow more time for visiting community health workers.

Justifying Requests for Support

Good health information will help you to justify requests for additional supplies or personnel from the ministry of health. It also helps justify requests for community support such as participation in water, sanitation, or garden projects. A request backed up by accurate health information will help you to persuade a supervisor or a community leader to give you assistance. For example, the number of patients recorded in the Patient Register may justify your request for a nurse assistant to work at the health center.

In summary, health information helps you to:

- Identify health problems and health needs in a community
- Plan health services to meet the health problems and health needs in a community
- Evaluate the performance of health team members
- Justify requests for support from the ministry of health and the community

8.3 TYPES OF HEALTH INFORMATION RECORDS

You will use three types of health information records:

- Patient-held cards
- Health center records
- Report forms

Patient-Held Cards

It is not practical for your health center to keep a separate record for each patient. You would soon have too many records to keep track of. So patients keep their own records on cards supplied to them by you.

Patient-held cards are used to:

- Record the patient's medical history and list the patient care provided

- Send medical information with a patient to a referral facility

- Encourage people to take an interest in their own health or their child's health

- Provide a permanent health record for people who move from place to place or seek care at different health facilities

The disadvantages of patient-held cards are that people sometimes lose their cards or forget to bring them to the health center when they seek care. Remind people to keep their cards in a safe place and to always bring the cards with them to the health center.

Health Center Records

You will use health center records to store essential information about the services provided at your health center. These books and charts are the health center's permanent health information record. They should be stored in a safe place in the health center.

Report Forms

You will be required to submit reports to the ministry of health on official forms. Your credibility with your supervisor and with higher ministry of health officials depends to a great extent on how well you fill out these report forms.

See Section 8 of the Operations manual.

REVIEW QUESTIONS

Health Information

1. You will use three types of health information records:

- a. Patient-held cards
- b. Health center records
- c. Report forms

Write beside each health record listed below the letter that corresponds to its type of health information.

- ___ Under-Five Card
- ___ Diary of Health Activities
- ___ Patient Register
- ___ Patient Card
- ___ Notification of Birth
- ___ Labor Chart
- ___ Monthly Patient Report
- ___ Maternity Card
- ___ Follow-Up Book
- ___ Notification of Death

2. Explain the meaning of the following:

- | | | | |
|-----------|---|-----|---|
| PC | - | abd | - |
| Dx | - | IM | - |
| ∅ | - | NAD | - |
| Fx | - | Rx | - |
| \bar{s} | - | | |

3. The ministry of health depends on _____ to provide information about health conditions in rural areas of the country.

4. Four uses of health information are discussed in the Text. List three of them.
- a.
 - b.
 - c.
5. TRUE (T) or FALSE (F)
- ___ Patient-held cards are good for people who move from place to place.
 - ___ Mid-level health workers use patient-held cards to compile monthly reports.
 - ___ Patient-held cards encourage people to take an interest in their health.
 - ___ Patient-held cards can be kept at the health center overnight if the patient is returning the next day for follow-up treatment.
6. The MLHW writes a patient referral report on _____.
7. TRUE (T) or FALSE (F)
- ___ When a mid-level health worker visits a home to treat a patient, he takes along the Patient Register to record the necessary information.
8. How many copies of the Monthly Patient Report do you make? Where do you send the original and the copies?

EXERCISE 19

Using Patient-Held Cards

YOUR ASSIGNMENT

Step 1

Use the blank Patient Card provided by the instructor. Fill out all of the information exactly as you would if you were a patient coming to the health center for treatment. Think carefully about your medical history and try to fill out all of the information correctly. You have ten minutes to fill out the card.

Step 2

When you have completed filling out the card, find another student and exchange your Patient Cards. Read through each other's cards carefully. First, play the role of the patient. Pretend that you have some illness. The other student will diagnose your illness and write the patient care on your Patient Card. Now switch roles. You diagnose and fill out your partner's Patient Card. You have twenty minutes for this part of the exercise.

Step 3

Use the blank Under-Five Card provided by the instructor. Fill out all of the information about one of your children. If you do not have any children, fill out the card for a child that you know well. You have ten minutes to fill out the card.

Step 4

When you have finished filling out the card, find another student and follow the same procedure as in step two. Only this time, you will make up an illness for your child. You have twenty minutes for this part of the exercise.

Keep both these cards. You will use them in Exercise 20.

EXERCISE 20

Using the Health Center Books

SITUATION

Use the following information in this exercise:

1. The Patient Card and Under-Five Card you filled out in Exercise 19.
2. Joe Akam is a thirty-five-year-old man. He came to the health center Wednesday, June 3, with a sore on his left foot. He lives in Kahala village. He has been on leprosy treatment for three months. He should return to the clinic weekly for a new dressing for the sore. He needs to come back in a month for more leprosy medicine.

Mary Jala is the mother of a six-month-old baby. She came to the health center for her monthly check for tuberculosis on June 4. She lives in Ewa village. She has been on treatment for nine months. Her sputum tests are negative. Her baby is on INH and is gaining weight and developing well. She must return in one month for more medicine.

Sandy Okam is twenty-one-years-old. She is five months pregnant with her first pregnancy. She came for her checkup on June 4. She has no problems other than her feet swelling a little. She should come back in one month for another checkup.

H. Char is a three-year-old girl from Ewa village with chicken pox. She came on June 4.

Andres Abad, an eleven-month-old boy, was brought to the health center on June 4 with a severe upper respiratory infection. He lives in Aiea.

Fay Laia of Aiea had diarrhea when she reported to the health center on June 4. Fay is a 17-year-old girl.

Susan San is 73 years old and has chronic bronchitis. She lives in Laie village and visited the health center on June 4.

David Fox, 59 years old, came from Laie on June 4 complaining of a headache. He was diagnosed as hypertensive.

S. Pang of Ewa was treated for syphilis on June 4. He is a 26-year-old man.

K. Lee, 34-year-old male, was diagnosed as having pneumonia on June 5. He returned to home in Laie village.

Siu Saito broke her leg on June 5 and it was set at the health center. She is 10 years old and lives in Ewa.

Michael Eli of Aiea, a 39-year-old male, was treated for diarrhea on June 5.

Sarah Bae was treated for gonorrhea on June 5. She is 28 years old and lives in Aiea.

YOUR ASSIGNMENT

Step 1

The instructor will provide blank forms. Record the above information in the appropriate health center record. You are to work alone. Refer to your Operations manual for examples of how to record information in health center books and charts. You have forty-five minutes for this part of the exercise.

Step 2

The class reassembles. The instructor will ask students to demonstrate on the chalkboard how to fill out the books.

Step 3

Give the books used in this exercise and the cards used in Exercise 19 to your instructor for grading.

EXERCISE 21

Filling Out a Monthly Patient Report

YOUR ASSIGNMENT

Step 1

Form groups of two to four students. Work together as a team to fill out the Monthly Patient Report. The instructor will provide a filled-in Patient Register and a blank Monthly Patient Report form.

Step 2

Study the patient information on the register. Working as a group, transfer the information to the Monthly Patient Report form. Your group will have one hour to complete steps one and two.

Step 3

Exchange papers with another team and compare Monthly Patient Report forms. You have ten minutes for this part of the exercise.

Step 4

Class discusses the exercise.

Unit 9

Managing the Work Place

STUDENT GUIDE

OBJECTIVES

1. Explain how to:

Organize the work place

Organize and maintain the health center records, including setting up a filing system

Protect the health center, including closing the health center and supervising the guard

Draft handing-over notes

2. Demonstrate how to organize the work of the health center, including:

Division of work

Location and movement of health workers and patients

Use of manpower, building space, and equipment

Provision of services in limited space with limited resources

3. Demonstrate how to evaluate the management systems which support the health center, and identify ways to improve the performance of these management systems.

LEARNING ACTIVITIES

1. Study the Operations manual- Section 9, read the Student Text- Unit 9, and answer the review questions.

2. In class, review the Operations manual and Student Text.

3. Work with seven other students to prepare an organizational plan for opening and operating a health center based on information provided in the Student Text.

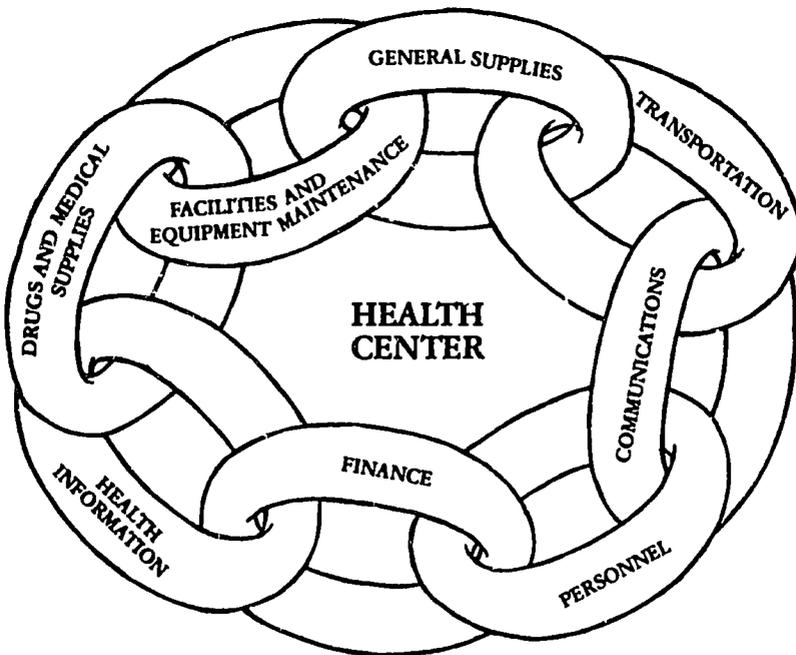
4. Observe or present a role-play of a health center in operation.

5. Take part in a class review and critique of the role-play.
6. Work in a small group to draft a checklist that may be used to evaluate the management systems of a health center.
7. Visit a health center, observe, and evaluate the management systems used there.
8. Take part in a class review and critique of the field visit to a health center and the structure, use, and outcome of the evaluation checklists.
9. Take part in a class discussion of the most important things you learned from the Working with Support Systems module.

9.1 ORGANIZING THE WORK PLACE

In this module you have studied eight management support systems which you will be working with in the health center. In this unit you will see how all these support systems work together. You will look at how a health center functions.

Managing the work place is one of your most important responsibilities. A health team performs better in a well-managed work place. The standard of health care will usually be higher in a well-managed work place. To manage the work place, you must be concerned with function and layout of the health center, the use of your team, the organization of your records, and correct handing-over procedures. You must also be able to evaluate the management support systems of your health center in order to improve those systems.



233

The basic information you will need for managing the work place is contained in Section 9 of your Operations manual. Study Section 9 carefully before answering the review questions and to prepare for Exercises 22 and 23 in this unit. Exercise 22 is organizing a health center and getting it ready to function. Exercise 23 is evaluating the management support systems of a health center. This exercise will involve visiting a health center to observe how the management support systems are working.

Purpose of the Health Center

The ministry of health has designed and located health centers to serve the basic health needs of a population ranging from five thousand to twenty thousand people. The health center serves as the base from which the health team provides primary health care services to the surrounding communities. The health center also serves as the first point of contact between the public and the formal ministry of health service system. It is the point of entry into the health care system for cases requiring referral for special care. The center also serves as a local meeting place and a place for the activities of mothers' clubs, youth groups, and other groups.

Characteristics of the Health Center

The typical health center has the following characteristics:

Facility and equipment	<ul style="list-style-type: none"> - 2 to 4 rooms - 2 to 3 overnight beds - no lab - refrigerator - safe water supply - latrine
Drugs and supplies	Approximately 100 drugs and supplies including IVs
Personnel	1 MLHW and 2 to 3 additional health workers
Supervision	Supervisory MLHW and District Health Officer
Work schedule	MLHW in clinic 6 half days per week; in community 4 half days per week

Referral and transfer time	To hospital: 6 to 12 hours
Transportation	- bicycle or motor scooter - community means: taxi, bus, truck, boat, animals
Comrnunications	- messenger - community means: telegraph, telephone, two-way radio, postal service

The daily average number of patients served by the health center is _____ patients per day.

Evaluating the Management Support Systems Supporting the Health Center

Involve the whole health team and the district supervisor when you evaluate the management support systems. The team will be more supportive in making needed changes if they are involved in the evaluation. The district supervisor will be able to help with those changes which require resources from higher levels of the ministry of health. Budget requests will be considered more seriously if they are based on a thorough evaluation of needs.

235

REVIEW QUESTIONS

Organizing the Work Place

1. What are the four basic purposes of the health center?

a.

b.

c.

d.

2. Fill in the characteristics of the health center opposite each item below:

CHARACTERISTICS

a. Facility and equipment

b. Drugs and supplies

c. Personnel

d. Supervision

e. Work schedule

f. Referral and transfer time

g. Transportation

h. Communications

3. List, in order, the steps by which patients are processed through the health center:

a.

b.

c.

d.

e.

4. Fill in the blank spaces. The mid-level health worker should normally spend _____ half days per week in the health center and _____ half days per week in the community.

REVIEW QUESTIONS
Health Center Records, Protecting the
Health Center, Handing Over Government
Property, and Evaluation

1. TRUE (T) or FALSE (F)

- Records should generally be kept at or near the place where they are used.
- It is not necessary to keep any health center records longer than twelve months.
- The best way to file your papers and records in a health center is to place everything in the file by the date it is received.
- To save time, pile up papers and records and then place them in the file once each week.
- All file folders, drawers, cabinets, and boxes in which papers and file folders are kept should be clearly labeled.
- A classification system which groups records under broad categories and then provides a file for individual subjects is a simple and practical system for a health center.
- Since health records are public documents, they can be disposed of by simply throwing them out with the other refuse from the health center.
- All official reports are submitted to the mid-level health worker's supervisor.
- All written inquiries from your employees and the public should be answered within ten working days.
- When receiving a new section for the Health Center Operations manual, the mid-level health worker should always keep the old section, in case the rules change again, or if he should need it for reference.

2. Briefly describe the procedure you will follow to make the health center secure and to close it for the weekend.

3. You have a new guard for the health center. List some of the specific instructions which you will give to him.

4. After two years as the mid-level health worker in charge of the Wagabo health center, you are now being transferred. You know you must prepare Handing-Over Notes for the new mid-level health worker. You have taken out a copy of your job description to attach to them. Following the outline in your Operations manual, you have drafted descriptions of your health team personnel, service area, health center operations, supervision, current work and problems, and priorities. What else should you do as part of your Handing-Over Notes?

5. Why is it important to know whether all your management support systems are working well? Give examples.

6. What are the advantages of evaluating the management support systems and developing a plan to correct them?

7. Do you feel you are prepared to plan, organize, manage, control, and evaluate a health center operation? If not, what additional information and skills do you need?

EXERCISE 22

Organizing the Work Place

SITUATION

As a newly graduated mid-level health worker, you have been assigned to the Awogo Health Center in the Bongo District. Awogo is a market town of four thousand persons. There are a number of outlying villages ranging in population from fifty to eight hundred. The total population in your health service area is about seven thousand five hundred.

You arrive in Awogo Saturday morning, June 19. It is the rainy season. Your accommodations are not ready, so you must find a room in town. But this is not nearly so bad as your discovery that the health center has been closed for the past six months. It is in a run-down condition. Some of the equipment has been stolen. Other equipment is rusted and no longer usable. The building has fallen into disrepair. The roof leaks and you find that three of the six rooms cannot be used at all. The weeds are waist high in the yard and the fencing is broken. The well cover has come apart and fallen into the well. The latrine needs a thorough cleaning and should be heavily limed. The drainage ditches are full of debris. Water has backed up and a large puddle has formed by the entrance. The supply vehicle from the district hospital will never be able to get into the yard without getting stuck in the mud.

You find that with the neglect of the past six months there are many demands for health services. You are grateful that it is Saturday. At least you have one day to get ready before the health center opens Monday morning at eight o'clock.

The townspeople welcome you warmly. The town leader greets you and offers the services of the youth corps. The town health committee members consult with you informally. They too offer their assistance. But they turn down your suggestion to delay opening the health center for a week to give you time to put things in order. There are just too many people in need of service. The word has spread quickly that you have come. You can expect at least fifty persons lined up at the door Monday morning.

Fortunately, your health team has assembled. You have assigned to you an auxiliary nurse, midwife, cleaner, and guard. Some fresh supplies and basic drugs are arriving from the district hospital by truck on Sunday afternoon. You will have to make do with the existing broken and rusted equipment. The five of you, plus whatever help you can get from the community, must get things ready by Monday morning.

The resources which you have available are as follows:

Manpower

Mid-level health worker (yourself)
 Auxiliary nurse
 Midwife
 Cleaner
 Guard
 Youth corps
 Town health committee
 Others from the community

Facilities

Three rooms suitable for use after cleaning and minor repairs

One 4 m x 4 m
 One 4 m x 3 m
 One 3 m x 3 m

One covered area suitable for waiting space, 3 m x 15 m

Three rooms unsuitable for use

Latrine in need of cleaning and minor repairs

Well in need of cleaning and new cover

Equipment

Five benches for waiting area
 Eight chairs and stools
 Two tables and desks
 One examination table
 One baby scale
 One drug supply cabinet with lock
 One stretcher
 Miscellaneous medical equipment suitable for examinations and minor procedures

Supplies

Basic supplies and drugs are expected from the district hospital Sunday afternoon

ORGANIZATION OF THE EXERCISE

This exercise is in three parts. In Part I you will work in small groups to plan how you will organize the work place and get it ready for opening on Monday morning. In Part II one group will conduct a role-play operating the health center on Monday morning. They will follow the plan they developed in Part I. Three students will serve as observers during the role-play. The remaining students will take the parts of patients. Part III will be a review and critique by the instructor and all the students.

YOUR ASSIGNMENT

Part I, Planning

Step 1

The instructor will divide the class into groups of eight as follows:

Five students to serve as the health team

One student to serve as the town leader

One student to serve as chairman of the town health committee

One student to serve as the head of the youth corps

Any remaining students will be added to the groups as additional community members.

Each group will select a spokesman to present the group's plans to the full class.

Step 2

Each group will prepare a work plan for putting the health center into operating condition for opening Monday at 8 a. m. This will include:

Task list for doing all the things needed to get the health center ready. Use Worksheet A for Exercise 22

Functional chart for the health center, listing the stations, their functions, equipment, and staff assignments. Use Worksheet B for Exercise 22

Diagram showing how patients will flow through the health center and the times needed for each station and for waiting. Use Worksheet C for Exercise 22

Floor plan showing where the stations can be arranged in a typical three-room health center. Use Worksheet D for Exercise 22

The instructor will give you copies of the worksheets one day before the exercise. You will be given one hour to complete this part of the assignment.

Part II, Holding a Clinic at the Health Center, Role-play

Step 1

The instructor will assign one of the five-member health team groups to operate the health center. The three students who served as town leader, chairman of the town health committee, and the head of the youth corps will be asked to serve as observers using the observer's checklist provided by the instructor. The remaining students will act as patients, presenting their complaints.

Step 2

Using the functional chart, worksheet B, and the health center floor plan, worksheet D, the health team will set up the health center in the classroom. They will use chairs, tables, and paper signs. They will be given thirty minutes to do this. Others may help them. During this time, the instructor will instruct the three observers in the use of the observer's checklist. He will advise the remaining students on their roles as patients.

Step 3

It is 8 a. m. Monday. The health team opens the doors of the health center. The role-play begins. The patients come. They are registered and processed through the health center by the health team. The observers watch the action and mark their checklists. The role-play continues for forty-five minutes.

Part III, Review and Critique

Step 1

The instructor will reassemble the class.

Step 2

The spokesman from each group will present his group's planning decisions, referring to the three worksheets. The instructor will use the chalkboard to compare task lists, functional charts, and flow charts. The instructor and students will comment.

Step 3

The three observers will report on the role-play, referring to their checklists. Other students will comment on how they experienced their roles. The chalkboard may be used for listing the good and poor outcomes of the role-play, the problems encountered, and suggested ways for improving the performance of the health team. The health services scores from the zero to ten rankings by the observers will be listed on the board and compared. You will be given one hour for Part III.

Place your completed worksheets together with notes from the class discussion in your Operations manual for future reference.

EXERCISE 23

Evaluating the Work Place

SITUATION

This exercise serves as a review of the management systems you have studied in this module. It will help you see how they should work together to assist you in running the health center. You will visit a health center to see how well these systems work in the field.

YOUR ASSIGNMENT

Part I, Drafting Evaluation Checklists

Step 1

The instructor will divide the class into small groups. Each group will select a spokesman to present the group's report in Parts II and IV.

Step 2

Working with your group, you will prepare a checklist for each of the management systems. You will use the worksheets provided by the instructor. Complete the first column of the checklists by writing a series of questions that should be asked to determine if the management system is working properly. They should include all the subjects you have covered in this module. They should also include other management practices which you and your group members believe are important for supporting the operation of a health center. Some will come to mind from other modules you have studied, such as Working with the Health Team and Working with Community Health Workers.

Here are a few examples of the kinds of questions you can put on your checklists.

Questions to ask about the personnel system:

“Are all positions in the health center filled?”

“Are there job descriptions for each position?”

“Is each health team member familiar with his job description?”

“Are informal performance evaluations done regularly? Are formal evaluations done annually?”

Questions to ask about the facilities and equipment maintenance system:

“Is there a current inventory of facilities and equipment?”

“Is there a preventive maintenance schedule that is complete, current, and being followed?”

“Are facilities and equipment well maintained and in good repair?”

These are but a few of the many questions you may think of. The worksheets have space for fourteen questions for each system. You may think of more.

The rest of the checklists are to be filled out on your visit to the health center in Part III.

You will be given two hours to complete this part. Spend about fifteen minutes on each worksheet.

Part II, Reviewing and Re-Drafting the Checklists

Step 1

The instructor will assemble the full class. The spokesman from each group will present samples of the group's checklists. The class will discuss the checklists and make suggestions for improvement. The instructor will list important points and examples on the chalkboard. You should make notes on your worksheets so that you can improve them. You will spend forty-five minutes in this general session.

Step 2

You will meet again with your small group. Working together, you will revise your worksheets based on the class review.

Make sure the group is satisfied that your worksheets are as good as possible. The instructor will then arrange for you to make copies of the worksheets for use on your visit to a health center in Part III. You have forty-five minutes to complete this step.

Part III, Health Center Evaluation

Your group will visit a nearby health center. Using the checklists prepared in Parts I and II, you and your group members will examine each of the management systems to evaluate how well they are working. You will be able to answer some of your questions by seeing the condition of things and what activities are going on or not going on. For other questions, you will need to talk with members of the

health team. To save time, you may want to divide your group into smaller groups for examining different management systems.

The health team will be busy. Be careful in using its time. Be sure to clear everything with the person in charge.

Your instructor will have requested in advance that the person in charge and other health team members meet with you toward the end of the working day to review your checklists. You are to discuss together your proposals for improving the management systems of the health center. The person in charge will decide who will meet with you and when.

During your visit you will get more ideas for improving your checklist. Think of new questions to add. You may find that some questions are not useful and should be dropped from your list. Others will need changing. By the time you have completed Part III you should have a good evaluation checklist.

You have one day to complete Part III. This includes travel time.

Part IV, Review and Critique

Step 1

The instructor will assemble the full class.

Step 2

The spokesman from each group will present the group's evaluation checklist. The instructor and students will comment. In particular, you are encouraged to discuss your experiences in the health center. Illustrate not only the strengths and weaknesses of your checklists, but also the method you followed in evaluating the health center's management support systems.

Step 3

At the close of the class discussion, the instructor will select a representative from each group. This small sub-group will meet after class to review all the checklists. Selecting the best parts from each checklist, they will construct a new checklist which will represent the best material produced by the class. The instructor will make copies of this new checklist for you to place in your Operations manual.

You will have two hours of class time for the group presentations and class discussion. The sub-group will work outside class hours.

Unit 10

Working with Support Systems; Community Phase

STUDENT GUIDE

ENTRY LEVEL

Before you start your community experience, you must

1. Pass a test of your knowledge about working with the eight support systems and managing the work place, and a test of your skill in filling out health center forms.
2. Earn at least a Satisfactory rating on operating health center facilities and equipment. See Section 3.3 of the Operations manual.
3. Earn at least a Satisfactory rating on doing the preventive maintenance jobs listed in Section 3.2 of the Operations manual.
4. Earn at least a Satisfactory rating on doing the repair jobs listed in Section 3.6 of the Operations manual.
5. Earn at least a Satisfactory rating on operating a bicycle and motorcycle.
6. Earn at least a Satisfactory rating on doing the maintenance and repair procedures for bicycles and motorcycles.

OBJECTIVES

When you have completed your community experience, you should be able to follow procedures outlined in the Operations manual to manage:

- The drug and medical supply system in the health center
- The general supply system in the health center
- The facilities and equipment maintenance system at the health center
- The transportation system at the health center

- The communication system at the health center
- The personnel system at the health center
- The financial system for the health center
- The health information system for the health center
- The work place at the health center

LEARNING ACTIVITIES

Your community experience will last three months. During that time, in addition to providing clinical services, you will be expected to follow the standards and procedures outlined in the Operations manual to carry out these activities:

Inventory, order, receive, and inspect drugs, medical supplies, and general supplies from the ministry of health

Obtain drugs, medical supplies, and general supplies from outside the ministry of health if the ministry of health system breaks down

Store and protect drugs, medical supplies, and general supplies

Inventory the facilities and equipment at the health center and write out maintenance schedules if none exist

Organize the community to do the necessary repairs of health center facilities and equipment

Survey transportation and communication resources in the community

Write out a transportation schedule and emergency transportation plan for the health center if none exist

Use the available communication resources to take care of health center activities

Recruit, select, orient, and evaluate locally hired personnel for the health center

Schedule staff leave, take any necessary disciplinary action, handle employee grievances, and handle all other personnel matters

Submit a needs request for the annual budget; enlist community support to supplement the budget; use the payroll

system; collect, record, store, and transfer money from health center operations, and handle all other financial matters

Arrange adequate protection for the health center

Organize and maintain health center records

Do at least one evaluation of the management systems of the health center using the checklist developed in class

Draft Handing-Over Notes for your supervisor at the end of your three month experience

EVALUATION

During your community experience, both you and a supervisor will be evaluating your competence at working with the eight support systems and managing the work place. This supervisor may be a member of the training staff who will come to your health center to visit you, or it may be someone at the site where you are doing your community experience.

When you arrive at the site where you will do your community experience, talk with the staff. Explain the purpose of your community experience. Explain that you are expected to meet certain learning objectives while you are there. Tell them how you plan to accomplish these objectives without upsetting the normal activities of the health center. Ask them if your plan is reasonable and whether they can help you with this experience.

Practice the skills outlined in the Support Systems Community Phase Checklist and prepare for an evaluation on them. As you practice each of the skills, rate yourself. Then, arrange to be evaluated on these skills by the supervisor. You will be expected to get at least a Satisfactory rating on all the skills that are outlined in the checklists. If you are not able to get a Satisfactory rating on any of the skills, discuss with your supervisor plans for continued practice and another evaluation later on.

If you are not able to demonstrate some of these skills, be sure to note the reason in the comments column of the checklist.