

- PN-ABM-210 -

Talking With Mothers About Diarrhea



DR/TCM

BEST AVAILABLE COPY

Leader's Guide

Talking With Mothers About Diarrhea

A Workshop For Physicians

Prepared by

William A. Smith
Cecilia C. Verzosa
Patricia H. Whitesell
Robert S. Northrup, M.D.

PRITECH
Technologies for Primary Health Care

Acknowledgments

These manuals were supported by the United States Agency for International Development (AID), under Prime Contract No. AID/DPE-5927-C-00-3083-00 with Management Sciences for Health, 1655 North Fort Myer Drive, Arlington, Virginia 22209, USA, under the Primary Health Care Project (PRITECH). They were developed under a subcontract by the Academy for Educational Development, 1255 23rd St., N.W., Washington, D.C. 20037, USA. The contents of these manuals do not necessarily reflect the views or policies of AID, MSH, or AED.

Acknowledgment is made to the following individuals for their contributions: Dr. William Smith and Cecilia C. Verzosa, Academy for Educational Development, and Patricia H. Whitesell, ACT International.

Contents

Checklist of Supplies Needed at the Workshop	5
Scheduling the Workshop	6
Introduction to the Workshop	7
I. The Need for Better Communications	8
II. Asking Checking Questions	9
III. Using Examples	11
IV. Using a Mother's Pamphlet	11
V. Giving Support	12
Summary	14
Answer Sheets for Exercises A, C, and E	15

Checklist Of Supplies Needed At The Workshop

Before the workshop, gather together the supplies you will need. Be sure that you obtain and make copies of the workshop booklet and answer sheets for all participants.

Supplies needed for the workshop leader:

- If a flipchart stand is available,
 - 2 flipchart pads and black and red felt tip markers
- If a blackboard is available,
 - white and colored chalk
- If neither a flipchart stand nor a blackboard are available, obtain masking tape to tape paper on the wall.

Supplies needed for each participant:

- one copy of the booklet, "Talking With Mothers About Diarrhea"
- one copy of the answer sheets to the exercises in the booklet
- paper, pencils, and an eraser

Supplies needed for each small group of 3 - 4 participants for the role play on teaching mothers to mix ORS solution (Exercise F):

- ORS packets (2-3)
- a vessel to hold the mixed solution
- locally available containers for measuring the appropriate amount of water
- water (2 litres)
- a spoon or other utensil to stir the ORS solution
- a drinking glass

Scheduling The Workshop

The times below are for the workshop leader to use in planning a schedule for the workshop. The working times shown include time needed for reading text and completing exercises and discussions. Allow additional time for breaks.

Activity	Minimum Working Time To Allow (In Minutes):
Introduction to the Workshop	10
I. The Need for Good Communications	20
II. Asking Checking Questions	90
III. Using Examples	30
IV. Using a Mother's Pamphlet	40
V. Giving Support	90
Workshop Summary	10
Total:	4 hours, 50 minutes

If a full day is available for the workshop, discussions could be allowed to continue longer. Also, more participants could be given the opportunity to practice new skills in the final role play (Exercise F).

Introduction To The Workshop

This section of the booklet introduces the workshop—its purpose, for whom it is designed, the skills taught, and use of the workshop booklet.

1. Ask participants to read "Introduction to the Workshop."
2. Spend a few minutes discussing the role of clinic staff especially with respect to communicating with mothers. Try to draw out the physician's attitudes about his/her taking a more active part in the task of communicating with mothers. Explore the acceptability of the concept that the physician is also a manager of the clinic and to be able to monitor the effectiveness of his staff's communication with mothers, he himself will need to have good communication skills.

I. The Need For Good Communications

This section stimulates participants to think about the value of good communications and the impact of poor communications.

1. Ask participants to read "The Need for Good Communications."
2. When participants have finished the reading, lead a brief discussion of ideas for improving communication between the doctor and Maria. List participants' suggestions on a flipchart. (Note: Whenever you write a list of participants' suggestions, write the same response only once.) When participants have mentioned several suggestions, review the list and relate their ideas to the skills that will be covered in the training, such as using demonstrations, asking better questions, and giving the mother some written instructions to take with her. Mention any additional techniques that are in the workshop which participants did not mention.
3. Continue the discussion by asking the impact of NOT communicating effectively with Maria. On the flipchart, list participants' suggestions of the results of Maria's visit to the doctor. For example:

She won't come to the doctor for help next time.

She may tell her neighbors that ORS doesn't work.

She will continue her practice of not feeding a child with diarrhea and not giving additional fluids.

4. Conclude the discussion by making the following points:

Because the doctor is hurried, we can understand why he did not spend more time talking with Maria. However, you want a child like Maria's to get the treatment he/she needs.

If, for example, you recommend oral rehydration therapy be done at home, or if you prescribe antibiotics, you rely on the mother to carry out the treatment. The effectiveness of the treatment you prescribe and your effectiveness as a physician depend in large part on your ability to communicate with mothers.

II. Asking Checking Questions

1. **Ask participants to read "Asking Checking Questions."**

2. **Ask participants to work individually to complete Exercise A.**

Alternatively, you may lead the group in a discussion of each question so the group completes the exercise together. Ask different participants to suggest checking questions. As good ones are suggested, the participants write them down in the workbook.

If you use this alternate method, you must quickly assess each question suggested. If the question is not good (for example, it only asks the mother to agree with something the doctor has said), tell why and then ask for another suggestion.]

3. **After everyone has finished, lead a brief group discussion.**

Taking question by question, ask one or two participants to tell the group a checking question that they wrote in their workbook. Continue through the list of questions, giving all participants a chance to talk.

4. **Distribute copies of the Answer Sheet for Exercise A to all participants.**

5. **Ask participants to read the instructions for Exercise 3.**

6. **Before the Role Play (Exercise B):**

Explain that the purpose of this role play is to give everyone a chance to practice asking checking questions.

Divide the participants into small groups of 3 to 5 people. Designate one participant in each small group to be the doctor first and one to be the mother. The other participants will observe and will help the doctor think of good checking questions.

Review the instructions for all three roles. Call attention to the two tasks of the observers—they will give the doctor suggestions while the role play is going on and will write down good checking questions in their workbooks. The mother should not give the same answers as written in Exercise A.

Explain that after the "doctor" in each group has covered several of the "doctor's main questions," another participant will take a turn as the doctor. (Ask the group to divide the questions so that each person will ask about the same number. For example. If there are 3 participants in a group, each will cover 4 or 5 questions. If there are 5 in a group, each will cover only 2 or 3 questions.) All participants should take turns being the doctor.

Explain that you will be roaming from group to group and will give assistance if needed. but will make comments during the large group discussion afterward.

Seat each small group together (such as in a small circle) with the doctor and mother next to each other. Tell participants that when they change roles, they should also change chairs. If the "doctor" always sits in the "doctor's chair," it will be easier to keep the roles straight.

The small groups will do their role plays simultaneously, so you should separate the groups as much as possible so they won't distract each other. For example, put them in different corners of the room, or let one group take chairs into the hallway.

7. During the Role Play

At first go quickly to each group to check for confusion or difficulty getting started. Give any additional explanation needed to clarify what the participants should do and get the role play underway.

When it is time for another person to play the role of the doctor, be sure he moves into the "doctor's chair." About halfway through the list of questions, have a different participant take the role of the mother.

Listen during the role plays. If a participant is not asking good checking questions, interrupt him, remind him of some examples, and let him start again.

8. After the Role Play

When all participants have played the role of the doctor, reassemble the large group. Tell the group some of your observations of things done well and some difficulties.

Ask the group to think about what they learned from the role play.

Ask:

- a) "What were some good checking questions that were asked in your group?"
- b) "What is difficult about asking checking questions?"

Ask someone from each small group to tell the others about at least one checking question that worked well.

Ask the group for answers to question 2. List their answers on the flipchart.

9. Conclude the discussion by mentioning or asking a participant to list some benefits of asking checking questions.

III. Using Examples

1. Ask participants to read "Using Examples."
2. Ask participants to work individually to complete Exercise C.
3. After everyone is finished, lead a brief group discussion. Going by category, ask participants to tell an example they wrote. List these examples on a flipchart.

During the discussion of the practice category, reinforce the importance of having mothers practice doing a task when the task involves a manual procedure.

4. Conclude the discussion by asking a participant to state some of the benefits of using examples when giving instructions to mothers.
5. Distribute copies of the Answer Sheet for Exercise C to all participants.

IV. Using A Mother's Pamphlet

1. Ask participants to read "Using A Mother's Pamphlet" and to review the sample pamphlets provided in their booklets. If you have a pamphlet that was produced by the national CDD program in the country, distribute it to the participants as well.
2. Ask participants to take a few minutes to think about the questions listed for Exercise D.
3. When everyone is ready, lead a group discussion of Exercise D. Ask participants for their answers to each question. To the extent possible, give all participants a chance to talk. Record participants' answers to 1a; 1b, and 2 on a flipchart.

When participants mention difficulties that they face using or developing a pamphlet, ask the group for suggestions of ways to overcome them. For example, if a participant says that he has little funding for educational materials, another participant may know a very low-cost way to print the pamphlets.

4. To conclude the discussion, emphasize that participants can use the sample pamphlets as needed to develop one for use in their own facility.

V. Giving Support

1. Ask participants to read "Giving Support."
2. Ask participants to work individually to complete Exercise E.
3. After everyone has finished, lead a brief group discussion. For each doctor/mother interaction, ask one or two participants to tell the group a way of giving support. List participants' suggestions on a flipchart.
4. Conclude the discussion by making the point that providing positive consequences following behavior is essential for mothers to continue the behavior over time.
5. Distribute copies of the Answer Sheet for Exercise E to all participants.
6. Ask the participants to read the instructions for Exercise F.
7. **Before the Role Play (Exercise F)**

Gather the supplies for the role play—ORS packets, water, a vessel for holding the solution, a container for measuring water, a spoon, and a drinking glass for each small group.

Explain that this role play is comprehensive—designed to give practice in all the skills the workshop has covered including asking checking questions, using examples, using a pamphlet, and giving support.

Divide participants into groups of 3. Tell each small group to decide who will play each of the roles.

Review the instructions for all three roles.

Emphasize the importance of the observer role. The observer will provide feedback to the doctor after the role play. In addition, since the doctor may forget to do something (e.g., give support), the observer should watch the role play carefully and *while* the role play is still going on, remind the doctor of what he has not done so that he can do it.

in this way, we will be following the teaching methods/philosophy that we plan to use when teaching mothers. The doctor will practice the task correctly and the others will learn by watching a demonstration of the task done well.

Explain that you will be roaming from group to group and will give assistance if needed, but will make overall comments during the large group discussion afterward.

Have the small groups move to different areas of the room, decide who will play each of the roles, and begin the role plays.

8. During the Role Play

At first, go quickly to each group to check for confusion or difficulty getting started. Give any additional explanation needed to clarify what the participants should do and get the role play underway.

During the role play, interrupt only if participants are having difficulty.

When each role play is over, be sure that the observer and the mother give the doctor feedback on what the doctor did well and what could be improved.

NOTE: If there is sufficient time, ask a second participant in each group to take the role of the doctor. This will allow another person to practice what he or she has learned.

9. After the Role Play

Call all the participants back together for a group discussion. Tell the group some of your observations of things done well and some of the difficulties.

Ask the group to think about what they learned from the role play.

Ask:

"What do you want to remember about counseling mothers? What tips would you give someone who wanted to make their counseling more effective?"

Ask someone from each small group to suggest one thing to remember about counseling mothers or specifically about teaching mothers to mix ORS. List their suggestions on the flipchart. Ask the group for additional suggestions and continue adding to the list until participants have no more new suggestions.

Summary

1. Ask participants to read the workshop summary card, Talking With Mothers About Diarrhea.
2. Suggest that participants keep the card in a handy place and refer to it periodically. Explain to them that when they use these skills often, the skills will become a habit. However, at first, participants will need to think about the skills specifically, try them and then continue to practice them. The card can remind participants of techniques to try.
3. Ask the participants to discuss various ways by which they intend to monitor their staff's communication with mothers. How will they know if their staff are doing the following things to improve communication with mother; asking checking questions; using examples; using a mother's pamphlet; giving support. How will they, as managers of the clinic, motivate their staff to keep on improving their communication skills with mothers?

Answer Sheets For Exercises A, C, and E

Exercise A And Possible Answers

Doctor's Main Questions	Mother's Response	Doctor's Checking Questions
1. What was your concern that made you bring the child for help?	He seems very tired and weak.	Do you have any idea why he is tired and weak? What other Problems does the child have?
	He has diarrhea.	For how long has he had diarrhea? Are his stools soft, or watery? How many liquid stools has he had each day?
2. (For child who has diarrhea) Is there blood in the stool?	Yes	When did you first notice the blood? How much blood is there in the stool?
3. Has the child been vomiting?	Yes	How often has the child vomited? How much vomit has there been each time?
4. Has the child passed urine in the last 6 hours?	Yes	Did the amount seem normal or small? Did the color seem normal or darker than usual?

Exercise A (Continued)

Doctor's Main Questions	Mother's Response	Doctor's Checking Questions
	I don't know.	When is the last time you remember the child passing urine?
5. What has the child had to drink since the diarrhea began?	The usual drinks	What are the usual drinks? How often does he drink? How much does he drink at a time? Is this more or less than usual?
	Breastmilk	Does he want more or less than usual? Have you given him anything else to drink? (If so) what?
6. What has the child eaten since the diarrhea began?	He has not been hungry	What have you offered him to eat? How often have you offered food?
	Special soup.	What is in this soup? How often has the child eaten the soup? How much has he eaten each time?
8. What do you usually do when your child has diarrhea?	I try to let his stomach rest.	How do you do that? Are there certain foods you avoid? Which ones? Do you give him anything to drink?

Exercise A (Continued)

Doctor's Main Questions	Mother's Response	Doctor's Checking Questions
	I give medicine from the pharmacy.	<p>What kind of medicine? (What does it look like? How is it packaged?)</p> <p>Do you have some of this medicine with you that you can show me?</p> <p>How does the medicine affect your child's diarrhea?</p>
9. (If the recommended home fluid for early treatment of diarrhea is rice water) Do you ever prepare rice water in your home?	Yes	<p>How do you prepare it?</p> <p>How often do you prepare it? How much do you prepare?</p> <p>What do you normally use it for?</p> <p>Could you give some to your child when he has diarrhea?</p>
	No	<p>Do you know how to prepare it? (If so) Describe to me how you would make it.</p> <p>Why don't you prepare it? (Do you lack ingredients? Does it take too much time?)</p> <p>What fluids are usually available in your home?</p>

Exercise A (Continued)

Doctor's Main Questions	Mother's Response	Doctor's Checking Questions
10. (After an explanation of how to feed a child with diarrhea) What are some food foods you can give your child when he has diarrhea	Mashed foods.	What foods will you mash? What do you have at your home that you can give? How often will you offer the child food?
11. (After an explanation of how to make ORS solution) How will you make this solution when you get home?	I will mix the packet in water.	How much water will you use? How will you measure it? How much of the packet will you use?
12. (After an explanation of how to administer ORS solution) How much of this solution will you give the child?	One-half cup	Show me how much that is. What kind of cups do you have at home? How often will you give this amount?
13. How will you know if your child needs to come back for more help?	If he's not getting better.	What signs will you look for? How long did it take you to get here today? Will it be difficult for you to come back?

Exercise C And Possible Answers

Showing pictures	Drawing of a mother breastfeeding
	Photograph of a child with sunken eyes

Naming a specific (instead of giving just a general rule)	Telling a mother to give banana or pineapple, instead of telling her to give foods containing potassium
	Telling a mother to give soup, gruel, or rice water in- stead of telling her to give food-based fluids

Doing a demonstration	Showing a mother how to feed ORS to her baby with a spoon
	Showing a mother how to check for the signs of de- hydration

Showing an object	Packet of ORS
	Container holding a litre of water

Telling a story	A story of a baby who became dehydrated and died can highlight the danger of diarrhea in a mother's mind. The story might also tell how the baby looked as he was getting worse.
	A story of a baby who got better after treatment with ORS can highlight the benefits of ORS in a mother's mind.

Having the mother practice it herself	The mother measures the correct amount of water to mix with contents of an ORS packet.
	She gives ORS solution to her child with a spoon.
	She recalls the signs that mean she should bring her child back and tells them to you.

Exercise E And Possible Answers

Doctor/Mother Interaction

Ways the Doctor Might Give Support

A mother brought her child to the health facility because the child has had 5 loose stools since last night. The mother tells you that since the diarrhea started, she gave her child water and tea to drink and rice to eat.

Compliment the mother on recognizing that diarrhea is serious and for knowing to bring her child for treatment.

Compliment the mother on continuing to give her child food and liquids at home after the diarrhea started. Confirm that water, tea, and rice are good to give a child with diarrhea. Then suggest some additional foods and liquids to give when her child has diarrhea and discuss how she will prepare them.

You have asked a mother to tell you how she will know if her child needs to come back for more help. The child is not dehydrated now. The mother says she will bring him back if he does not want to eat or gets very thirsty.

Confirm that these are two very important signs that mean she should bring the child back. Then discuss additional signs that she can look for.

You have just asked a mother if she has a vessel at home that she can use to measure a litre of water to mix with an ORS packet. The mother says she does not have a vessel of that size.

Ask checking questions to determine what types and sizes of vessels the mother has at home. Then show her how she would measure a litre of water using a vessel that she has, such as a glass or soft drink bottle. Have her demonstrate (if not possible, describe) how to measure 1 litre and praise her when she does it correctly.

A mother is sitting in the clinic, giving her child spoonfuls of ORS solution as the nurse has shown her. The child suddenly vomits the solution. The mother looks very worried.

Encourage the mother to continue giving the solution, but more slowly. Explain the good effect that the solution is having on the child: he is becoming rehydrated, he is regaining his strength, he will soon be hungry again. The vomiting does not mean he is getting worse. The solution is helping him.
