



MEDEX

MID-LEVEL
HEALTH WORKER
TRAINING MODULES

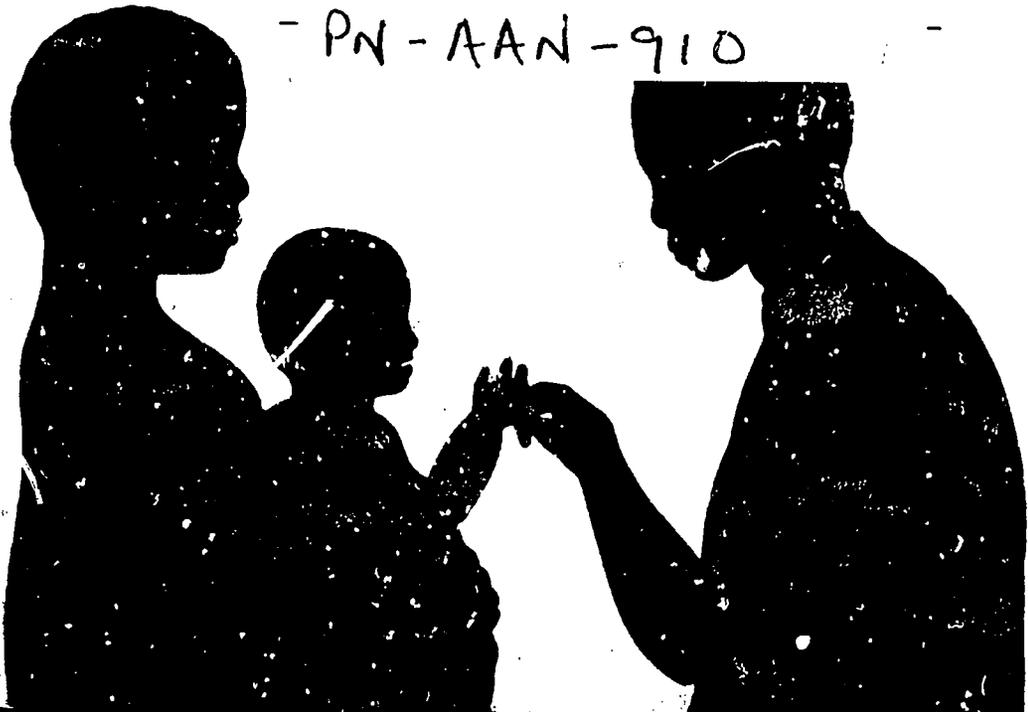
Instructor's
Manual

Identifying the Preventive Health Needs of the Community

Meeting the Preventive Health Needs of the Community

Training and Supporting Community Health Workers

- PN - AAN - 910 -



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

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The MEDEX Primary Health Care Series

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

Instructor's Manual

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John A. Burns School of Medicine
University of Hawaii, Honolulu, Hawaii, U.S.A.**

Library of Congress Catalog Card No. 83-80675

First Edition

Printed in U. S. A.

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FUNDED BY THE U. S. AGENCY FOR INTERNATIONAL DEVELOPMENT CONTRACT NO. DSPE-C-0006. The views and interpretations expressed are those of the Health Manpower Development Staff and are not necessarily those of the United States Agency for International Development.

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SCHEDULE

IDENTIFYING THE PREVENTIVE HEALTH NEEDS OF THE COMMUNITY

DAY 1	DAY 2	DAY 3	DAY 4
<p>Introduction to the Identifying the Preventive Health Needs of the Community module</p> <p>Teaching Plan 1: The Goal: A Healthy Community</p>	<p>Teaching Plan 3: Getting to Know the Community</p>	<p>Teaching Plan 4: Mapping</p>	<p>Teaching Plan 6: Finding Out about Nutrition</p>
<p>Teaching Plan 2: Causes of Health and Disease</p>	<p>Teaching Plan 4: Mapping</p>	<p>Teaching Plan 5: Finding Out about the Environment</p>	<p>Teaching Plan 6: Finding Out about Nutrition</p>

DAY 5	DAY 6	DAYS 7 to 29	DAY 30
<p>Teaching Plan 7: Finding Out about the Health and Care of Pregnant Women, Mothers, and Newborns</p>	<p>Teaching Plan 8: Finding Out about the Health and Care of Infants and Children</p>	<p>Teaching Plan 9: Conducting a Community Health Survey</p>	<p>Teaching Plan 10: Choosing Priorities and Planning for Community Action</p>
<p>Teaching Plan 7: Finding Out about the Health and Care of Pregnant Women, Mothers, and Newborns</p>	<p>Teaching Plan 9: Conducting a Community Health Survey</p>		<p>Posttest</p>

Teaching Plan 1

The Goal: A Healthy Community

- OBJECTIVES**
1. Describe the characteristics of a healthy person and a healthy community.
 2. Describe the role of the mid-level health worker in helping communities stay healthy.
- METHODS** Self-instruction, instructor presentation, small group discussion
- MATERIALS** Student Text– Unit 1
- PREPARATION** Complete your analysis of pretest results. Assign each student to a working group of three to four persons. Each group should include students with high pretest scores and students with low pretest scores.
- Prepare a presentation on the primary health care system in the country. Explain the role of the mid-level health worker in this system. Emphasize that the mid-level health worker will be working both in a health center and in the community. Describe the services that will be included in the primary health care system.
- Also, prepare an introduction to the task analysis table for this module. Explain that the study of each module will begin with an introduction and explanation of the task analysis table for that module.

TIME: 3 hrs 10 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Make a presentation on the primary health care system being established in the country. | 20 min |
| 2. Ask for students' questions and comments | 10 min |
| 3. Introduce and explain the Task Analysis Table. | 15 min |
| 4. Divide the class into working groups. Tell the group members to briefly introduce themselves to the others in their groups. Tell them to say something about their past experiences and what they hope to gain from this training program.

Tell the groups to then discuss and list the characteristics of a healthy person. Tell them to discuss and list the characteristics of a healthy community. Have them compare the two lists.

Ask the students to discuss and list ways that a mid-level health worker can help people and communities become like the healthy people and communities described in their lists. | 1 hr |
| 5. Ask each group to report on their discussions. For each report, list the characteristics of a healthy person on a chalkboard in one column. List the characteristics of a healthy community in another column. In a third column, list the ways a mid-level health worker can help. | 30 min |
| 6. Discuss the lists. Note the similarities between the characteristics of a healthy person and a healthy community. Discuss the ways that mid-level health workers can help. Group these ideas according to curative, preventive, and promotive roles. If all three of these categories are not represented, ask the students about other ways the mid-level health worker can help. Give examples. | 20 min |
| 7. Ask the students what they need to learn in order to accomplish the things listed under "Ways a mid-level health worker can help." List these expectations also. | 20 min |

TIME

Explain that the training program has been designed to give them experience in all of the areas they have listed. Emphasize that the responsibility for learning must come from each student. Only the student knows exactly what his strengths and weaknesses are and what kind of health worker he wants to be. Therefore, he must be actively involved in learning what he needs to know to be a successful mid-level health worker.

8. Have the students summarize what they learned during this session and how it will be helpful in their work.

15 min

Teaching Plan 2

Causes of Health and Disease

- OBJECTIVES**
1. Describe causes of health and disease that are related to the individual, to other living things, to the environment, and to culture.
 2. Explain the advantages of looking at the whole picture before deciding on the causes of health or disease.

METHODS Self-instruction, instructor presentation, small group work, discussion

MATERIALS Student Text-Unit 1, case study on health and disease in a small village

PREPARATION Prepare a presentation on the causes of health and disease. Emphasize that health and disease are rarely the result of a single cause. Rather, several factors usually work together to make a person healthy or sick. Use an example of a disease that is common. Describe the causes of this disease. Explain how these causes relate to the individual, to the environment, to other living things, and to culture. Prepare four copies of the case study.

TIME: 2 hrs 45 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Make a presentation on the causes of health and disease. | 15 min |
| 2. Ask for students' questions and comments. | 10 min |
| 3. Make four columns on the chalkboard. Label the columns "Individual," "Environment," "Other | 15 min |

	TIME
<p>living things,” and “Culture.” Ask the students to give examples of causes of health and disease for each heading. Allow no comments or discussion. If necessary, provide some examples to give the students ideas. Remember to include causes of both health and disease.</p>	
<p>4. Divide the class into four groups. Assign each group one of the four headings. Ask the groups to discuss how the causes listed under their group’s heading relate to causes listed under the other three headings. Encourage the students to give examples to illustrate the relationship among the causes.</p>	20 min
<p>5. Give each group a copy of the case study on health and disease in a small village. Ask the groups to read the case study and to list any beliefs, practices, or situations that are causes of health or disease in this small village. Have them describe any relationships among the causes.</p>	30 min
<p>6. Discuss the relationship among causes of health and disease. Ask the students to give examples from the case study. Ask them to explain why they should look at the whole picture in a community before deciding on the causes of health or disease.</p>	30 min
<p>7. Lead a discussion of the review questions for Unit 1. Have the students summarize what they learned during the day.</p>	45 min

CASE STUDY

Health and Disease in a Small Village

Living conditions in the village of Tampolan are like those in most other rural villages in the country. Most of the population of 1,986 in 362 families is poor. The people work hard. They are friendly to outsiders once they know the purpose of a visit. They share with guests what little food they have. Areas around the houses in the village are swept clean. People have tried to grow kitchen gardens, but the results are meager because the soil is not fertile. People understand the importance of keeping their clothes washed and clean.

Poor agricultural productivity, limited cash, and harsh weather have resulted in poor health for most villagers. According to health records, most diseases in the village are related to poor nutrition, dirty water, or a lack of water. Young children die mainly from diseases related to poor nutrition, dirty water, and lack of immunization.

Families support themselves mainly from the sale of farm products and from some wage labor. Both sources of income are seasonal, however, and offer very little security to families. Many village men go to other parts of the country to work. This helps families some, but it also deprives the villagers of an important part of their community life.

Most houses in the village are made of stone, mud bricks, and thatched roofs. Few have windows or chimneys. All houses have a center fireplace. Poor air flow and heavy smoke in the closed houses cause many villagers to suffer from respiratory diseases. Most people sleep on the bare floor.

Only about five percent of the houses have latrines. People dispose of human wastes in bushes behind their houses. About nine out of ten families use water from a nearby stream for drinking, cooking, and washing. Few people use the protected spring that is located about 1 km upstream toward the next village. Garbage and trash are either burned or buried in a clearing outside the village.

Many children in the village suffer from malnutrition. People mostly eat foods that supply energy. They sometimes drink milk and eat meat. Villagers understand a little about the relationship between nutrition and health. Pregnant and breast-feeding women, for example, are often given the first choice of food. People in the village also understand that pregnant women must eat more. However, this usually means eating more energy foods since a variety of foods is not available.

Mothers usually breast-feed their children for one or two years. Mothers begin to give their children solid food at about four months, most often porridge made from the basic energy foods. After weaning, children eat whatever the rest of the family eats.

A health center is approximately 8 km from the village. The health center provides prenatal care, care for mothers, and treatment for sick children free of charge. However, most villagers do not use the health center because of its distance from the village and a lack of transportation. Most villagers seek the care of the traditional healer who uses herbs to treat disease.

Villagers classify diseases into two categories: those caused by witchcraft and those with physical causes. Mental health problems, poisoning, and infertility are examples of conditions thought to be caused by witchcraft or sorcery. Villagers see the magician or witch doctor for these conditions. Villagers usually go to the traditional healer or to the health center for diseases believed to have physical causes.

Traditionally, the building and maintaining of roads, drainage ditches, simple bridges, and schools and other community buildings has been a village matter. That is, local people provided the labor and materials for these projects free of charge. Recently, however, people have started to feel that these projects are a government job. The government has now completely taken over most community development projects in the area.

Only about ten percent of the villagers can read and write. The village school lacks enough chairs, clean water, latrines, and paper and books. Most children in the community need to work. Few village parents appreciate the importance of education.

ANSWERS TO REVIEW QUESTIONS

The Goal: A Health Community

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

A community is healthy when the community members work together well. A healthy community can do the things it wants to do. A healthy community has plenty of good food, good weather, land to cultivate, clean water, and good health habits. A healthy community has someone to care for sick people, community members who care for each other and work together, adequate housing and clothing, education, and common cultural traditions and beliefs.

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

- a. Causes related to the individual*
- b. Causes related to other living things*
- c. Causes related to the environment*
- d. Causes related to culture*

3. Circle the letter of your answer. The body's ability to fight disease is called:

- a. Immunization
- b. Resistance
- c. Nutrition
- d. Antibodies

4. TRUE (T) or FALSE (F)

 T Good nutrition can strengthen a person's resistance to disease.

 T Putting cow or horse dung on the umbilical stump of a newborn is an example of a harmful traditional practice.

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

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

The way people behave and take care of themselves and their surroundings affects their own health and the health of other community members. The love and support of family and friends are also important in determining health or disease.

6. List three causes of disease related to the environment

- a. Dirty drinking water*
- b. Soil that is not fertile*
- c. Crowded and dirty living areas*

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

Health and disease are not the result of a single factor. Rather, several different factors usually work together to cause health or disease. Looking at the whole picture means looking carefully at all the possible causes of health or disease in a community. This is important because in order to prevent disease, you must identify its causes.

Teaching Plan 3

Getting to Know the Community

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

METHODS Self-instruction, instructor presentation, small group work, work in pairs, discussion

MATERIALS Student Text - Unit 2

PREPARATION Prepare a presentation on the importance of the mid-level health worker getting to know the community and on ways of approaching the community.

Invite community leaders, health workers, or other community members to the class to take part in the discussion on getting to know the community.

Prepare a few questions to encourage discussion on sources of information in the community.

TIME: 3 hrs 30 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Make a presentation on the importance of the mid-level health worker getting to know the community and on ways to approach the community. | 15 min |
| 2. Ask for students' comments and questions. | 10 min |
| 3. Divide the class into groups. Ask the groups to discuss and list sources of information in a | 30 min |

	TIME
community. Ask them to discuss ways to work with community members to gather information.	
4. Discuss sources of information in the community and ways to gather information.	20 min
5. Review the two ways of gathering information described in Unit 2: talking to people one-to-one and talking to groups. Have the students comment on ways to communicate better in one-to-one talks.	10 min
6. Divide the class into pairs. Tell the students to talk to their partners to get to know each other better and to gather some specific information. Each pair should find out:	35 min
a. Where the other student is from and how he became interested in health care	
b. What kind of training and experience the other student has had in health care	
c. What each student's goal is after becoming a mid-level health worker	
d. What each student sees as the most important work for a mid-level health worker in his country	
Each student will have fifteen minutes to talk to his partner. They should take notes since they will have to introduce their partners to the rest of the class. Remind students to observe how the other students asks questions and conducts the talk.	
7. Each student introduces his partner and shares with the class the information he obtained.	1 hr
8. Discuss the exercise. Ask students to comment on their feelings during the talks, the techniques the other student used, and what they will do the next time they talk to another person to gather information.	15 min
9. Have the students summarize what they learned during the session. Tell them to review the material in Unit 2 about mapping.	15 min

Teaching Plan 4

Mapping

OBJECTIVE	Demonstrate how to make a map.
METHODS	Self-instruction, instructor presentation, small group work, discussion
MATERIALS	Student Text- Unit 2, a map of the country, a map of the area around the training site
PREPARATION	Prepare an introduction to mapping. Locate a map of the country to illustrate general mapping principles. Prepare a map of the community around the training site or of a community near the training site. This map will be a guide for the student exercise. Divide the map into four sections. Have the students review the environmental health checklists in the Community Health manual.

TIME: 6 hrs 35 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Introduce mapping. Explain how to use maps to get to know and work in a community. | 5 min |
| 2. Show the students a map of the country. Have them make comments about reading a map. Have them explain the symbols on the map. Have them locate their home villages and the places they have worked. | 20 min |
| 3. Explain to the students that they are going to make a map of the classroom to represent a village. Have them decide what the furniture in the classroom represents. For example, each desk can represent a house, the trash can represent a refuse pit, a chair can represent a well, and so on. | 10 min |

	TIME
4. Map the classroom, following the principles discussed in Unit 2. Have the students review and discuss the map.	20 min
5. Rearrange the furniture in the room. Have each student make his own map of the room. While the students are doing this, hide something in the room and prepare directions for finding it.	15 min
6. Ask each student to exchange his map with another student. Each student should follow his partner's map and the instructor's directions to find something hidden in the room. Students discuss the maps and revise them, if necessary.	20 min
7. Tell the students that they will be mapping the community around the training site. First, they will walk around the community to become familiar with the area that they will be mapping.	5 min
8. Walk with the students around the community. Have them identify major geographical landmarks.	1 hr
9. Divide the class into four groups. Each group will map one part of the community. Give each group the landmarks and boundaries for its part.	15 min
10. Introduce and explain how to use environmental health checklists. Tell the students to use these checklists to observe and note environmental health conditions while they are mapping the community.	10 min
11. Groups map the four parts of the community.	3 hrs
12. Groups return to the classroom and compare their maps with the instructor's map.	15 min
13. Students discuss what they learned from this exercise and how they will use it in their work.	20 min

ANSWERS TO REVIEW QUESTIONS

Getting to Know the Community

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

It also means finding out which needs community members feel are most important, whether they are willing to work to take care of these needs, and whether resources are available to meet the needs.

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

Taking the time to get to know people shows that you care. People will trust you and be willing to work with you. Also, people in the community have learned from their experiences as you have learned from yours. Finding out what community members already know can help you work together to make the community as healthy as possible.

3. TRUE(T) or FALSE(F)

 T You should begin getting to know the community by introducing yourself to the community leader.

 T A person's role in a group affects his freedom to offer ideas or opinions easily.

 F It is useful to take sides with one group in a community so you can get their support.

4. What is a formal organization?

A formal organization is one that meets regularly and is recognized in the community. Formal organizations include religious, social, education, development, and political groups.

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

Talking to people in their homes can provide information about health needs in homes, how people feel about these needs, and their health beliefs and habits. Informal social groups may be a useful resource for developing community health activities. Information from teachers and other people who work in schools will help you understand the health needs of children. Information from traditional health practitioners and other community health workers can give you an idea of the kinds of health activities that have been successful and those that have not. Information from development workers can help ensure the most efficient use of scarce resources.

6. You are planning to visit a religious leader tomorrow to talk about the community's health needs. List at least four things that you can do to prepare for and make this visit.
 - a *Prepare some general questions to ask*
 - b *Dress appropriately for the talk*
 - c *Learn and use the common greetings of the community.*
 - d *Observe the leader's behavior. Notice how he reacts to you.*
 - e *Plan to get to know this leader as a person. Ask questions that he can answer by expressing his feelings and opinions.*

7. When you actually begin talking to another person, you should keep in mind a number of things to improve communication. List at least eight of these things.
 - a *Begin with a friendly chat. Do not ask questions immediately. Encourage the person to talk about something that interests him.*
 - b *Show respect for the other person.*
 - c *Show enthusiasm for the idea of working together for community health.*
 - d *Be honest. Show that you care about the community's health.*
 - e *Use words that the other person understands. Avoid medical language.*
 - f *Praise any healthy habits that the person or his family is practicing.*
 - g *Avoid questions that can be answered only "yes" or "no."*
 - h *Smile.*
 - i *Listen. Let others do most of the talking. Do not interrupt.*
 - j *Be accurate. If you do not have the correct information, be honest and say that you do not know.*

- k Give others credit for their ideas*
- l Make your notes brief. Do not write for too long or look down at your forms or papers too often.*
- m At the end of your conversation, summarize the information you have obtained. Allow the person to correct any errors.*
- n Leave the person as a friend or someone you will see again. Thank the person, and assure him of the value of the talk.*
- o Record your notes of the conversation right away before you forget any important information.*

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

Encourage those who usually do not talk to comment on ideas that are raised. Ask for their opinions about priorities. Point out the good and bad ideas raised and ask people to comment on them.

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

Respected people in the community talk to people in the community often. Therefore, they know the community's needs. They can also introduce you to people in the community and give needed support to your work. They can influence people to take part in community health activities and thereby help increase both your information sources and the resources to carry out your activities.

10. Explain what a sample is.

Sometimes it is not possible to talk to all of the people in a community. However, it is possible to choose and talk to a selected number of community members. This is called choosing a sample. You choose a sample to get accurate information about the community without actually talking to every community member.

11. Circle the letter of your answer. A representation of all or part of a particular location is called:

- a A sample
- b A form
- c A map
- d A symbol

12. Describe the advantages of using a map.

A map can help you get to know a community and carry out your activities. A map can show you what is being done in the community and where.

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

- a *Environment*
- b *Nutrition*
- c *Health of mothers and children*

Teaching Plan 5

Finding Out about the Environment

OBJECTIVES	<ol style="list-style-type: none">1. Describe causes of health and disease that are related to the environment2. Explain ways to eliminate causes of disease related to the environment3. Use environmental health checklists to observe the environmental health conditions in a community.
METHODS	Self-instruction, student presentation, small group discussion, class discussion, field observation
MATERIALS	Student Text - Unit 3, environmental health checklists
PREPARATION	Choose one student to make a presentation on the relationship among the environment, the individual, other living things, and culture. Help the student think of examples to illustrate the relationships.

TIME: 3 hrs

LEARNING ACTIVITIES

1. Have a student give a presentation on the relationship among the environment, the individual, other living things, and culture.	10 min
2. Ask for students' comments and questions.	10 min
3. Divide the class into five groups. Assign each group a different cause of disease related to the environment discussed in Unit 3. Ask each group to discuss	40 min

	TIME
<p>how their particular cause can make people sick. Encourage the students to give examples. Tell the students to discuss how this cause may be related to the individual, other living things, and culture. Tell students to discuss ways to eliminate their particular cause of disease.</p>	
<p>4. Each group reports on their discussion. Allow time for comments or questions from other groups</p>	40 min
<p>5. Discuss the environmental health checklists. Ask the students to report on their observations of the community environment during the map making exercise. Ask them to comment on the usefulness of the environmental health checklists.</p>	30 min
<p>6. Lead a discussion of the review questions for Unit 3.</p>	30 min
<p>7. Have the students summarize what they learned in this session by listing health messages about keeping the environment healthy.</p>	20 min

ANSWERS TO REVIEW QUESTIONS

Finding Out about the Environment

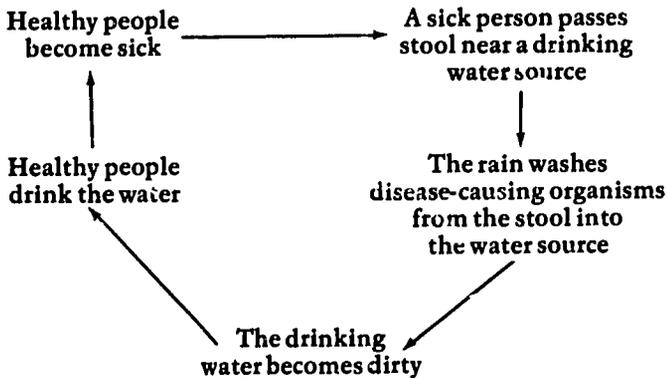
1. List the five parts of the environment that can cause disease.

- a *A lack of water*
- b *Dirty water*
- c *Garbage and trash*
- d *Human and animal wastes*
- e *Insects and rodents*

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

Suppose a person is sick with diarrhea. This person passes stool but does not wash his hands afterwards because his family does not have enough water. The sick person's hands are now dirty with disease-causing organisms. The sick person touches food, dishes, and other things. These things become dirty also. A healthy person uses the dishes or eats the food. He soon becomes sick with diarrhea also.

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



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

The bucket may have soil on it. The soil may have disease-causing organisms in it. The person puts the dirty bucket into the spring water. Organisms from the soil grow in the water. The water then becomes dirty.

5. Describe how garbage can cause disease.

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

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

- a. *Stool can get on the food people eat if a food handler does not wash his hands after passing stool.*
- b. *Flies breed on stool and then walk on food, dishes, and other things. The stool that has stuck to their legs can get on things that people eat or touch.*
- c. *Stool can get into water sources.*

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

Mosquitoes breed in water. One way to prevent mosquitoes from spreading disease is to drain pools or containers of standing water.

8. What is an environmental health checklist?

An environmental health checklist is a list of questions about different parts of the environment. The questions remind you of the things to look for in the community.

9. TRUE(T) or FALSE(F)

 F Surface water is water from a spring or well.

 T Finding out about the environment also means identifying possible resources for environmental health activities and finding out about how people in the community feel about their environment.

ANSWERS TO REVIEW EXERCISES

Finding Out about the Environment

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

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

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

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

The compost pit is near the water.

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

No animals are near the river.

No crops are growing near the river.

Community members always boil their drinking water from the river.

2. You have asked to see the latrines in Community A. There is one latrine in this community of two hundred people. The latrine is 30 meters from the river. It looks new. You see no holes or cracks in the walls. The latrine is very clean. It has no ventilation except the door. You see no soap and water to wash hands. People use the river for handwashing. Human waste is in a very deep hole below the floor slab. Some families in the community use the latrine.

- a. Name at least two unhealthy environmental practices in Community A.

*All community members are not using latrines
The latrine has no ventilation except the door.
Soap and water are not available for washing hands*

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

*The latrine is 30 meters from the river.
It has no holes or cracks in the walls and is very clean.
Human waste is far below the floor slab
Some families use the latrine*

- 3. Community A has a compost pit 3 meters from the river. The material in the pit is used for fertilizer if it does not get carried away by spring floods. Everyone in Community A uses the pit.**

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

The compost pit is only 3 meters from the water source

- b. Name two healthy environmental practices in Community A.**

*Everyone in the community uses the refuse pit
People use the material in the pit for fertilizer.*

Teaching Plan 6

Finding Out about Nutrition

OBJECTIVES	<ol style="list-style-type: none">1. Identify body-building, energy, and protective foods that are available in the community, and describe their use.2. Plan and prepare a typical meal of local foods.3. Describe how to make mixed meals from local foods.4. Explain the nutrition needs of people at different times of life.5. Take a food history to learn about a person's nutrition.
METHODS	Self-instruction, student presentation, small group work, visit to the market, class discussion, instructor presentation, work in pairs
MATERIALS	Student Text - Unit 4, checklist for taking a food history
PREPARATION	<p>Choose a student to prepare a presentation on the three food groups, the function of foods in each group, and the advantages of eating mixed meals.</p> <p>Choose another student to prepare a presentation on the nutrition needs of people at different times of life.</p> <p>Arrange for students to use the training site facilities or another facility to prepare meals.</p>

TIME: 6 hrs 50 min

LEARNING ACTIVITIES

- | | |
|--|---------------|
| <p>1. Have one student make a presentation on body-building, energy, and protective foods.</p> | <p>10 min</p> |
| <p>2. Ask for students' questions and comments.</p> | <p>10 min</p> |
| <p>3. Divide the class into four groups. Explain that they are to visit a market in the community. They should note the foods that are available at the market. Tell them to classify the foods as body-building, energy, or protective. They should talk to at least three people shopping at the market.</p> <p>Each group should talk to different people. They should explain who they are and ask these questions:</p> <p>a. How many people are in your family?</p> <p>b. How many meals do you prepare each day?</p> <p>c. What foods do each of these meals usually consist of? How are the foods prepared?</p> <p>d. How much do you spend for food on a typical day?</p> <p>Tell the students that they are going to plan and prepare a meal for the training group. Half the groups will prepare lunch. The other half will prepare dinner. These meals should be typical of meals prepared by the people in the community.</p> | <p>20 min</p> |
| <p>4. Groups visit the market. Two of the groups meet to plan and prepare the day's lunch for the training group. The other two meet to plan dinner.</p> | <p>3 hrs</p> |
| <p>5. The class meets again after lunch. The groups report on their market visits. Allow time for questions and comments after each report.</p> | <p>1 hr</p> |
| <p>6. Discuss the diets of the people in the community. Determine the average amount of money spent for food during a typical day and whether it is spent on the most nutritious foods. Discuss whether the lunch was a mixed meal or not. If not, discuss how to make mixed meals with local foods.</p> | <p>20 min</p> |

	TIME
7. Have one student make a presentation on the nutrition need of people at different times of life. Explain how a food history can help you find out if an individual's nutrition needs are being met.	20 min
8. Divide the class into pairs. Ask the students to take food histories from their partners, using the checklist for taking a food history as a guide.	40 min
9. Discuss the food histories. Have the students comment on whether they are meeting their nutritional needs.	20 min
10. Have students summarize what they learned during the day about nutrition. Have the class list health messages about nutrition to share in the community.	30 min

ANSWERS TO REVIEW QUESTIONS

Finding Out about Nutrition

1. What is good nutrition?

Good nutrition means eating the right foods in the right amounts at the right times

2. How does a person become malnourished?

A person becomes malnourished when he does not eat enough food or when he eats food that does not have all the nutrients he needs.

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

Body-building
Energy
Protective

EXAMPLE 1

EXAMPLE 2

<p>NOTE TO INSTRUCTOR: See the table on food groups in Unit 4.</p>

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

1 - Body-building

2 - Energy

3 - Protective

Example: 1 Used to repair the body

2 Used for the body to do work

2 Usually inexpensive

1 A lack of this type of food causes kwashiorkor

3 Fruits, vegetables, and whole grains

2 A lack of this type of food causes marasmus

3 Iron

5. Explain what milling does to grains.

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

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

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

7. Give two examples of mixed meals.

NOTE TO INSTRUCTOR: Each example given by the students should include body building, energy, and protective foods. For example, bread or cereal made with whole grains, soup made with lentils, and fruit or spinach is a mixed meal.

8. Look at the table in Unit 4 that shows the number of mixed meals people should eat each day. Answer these questions.

- a. How many mixed meals should a seven-month-old infant have each day in addition to breast milk?

Four to six

- b. How many mixed meals does an adult need each day?

Two

9. TRUE(T) or FALSE(F)

 T Vitamins and minerals help fight infections and repair the body.

 T A pregnant or breast-feeding woman needs three mixed meals each day.

 T Sick children and adults must be urged to eat.

10. Breast milk has several advantages over other kinds of food for infants. List at least three.

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

b. *Breast milk is clean.*

c. *Breast milk costs less than other types of milk*

d. *Breast milk contains antibodies that help protect the infant from infection and disease*

11. How long should a child continue to breast-feed?

Until he is at least two years old

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

Measure equal amounts of wheat and corn. Measure twice the amount of soy beans. Rinse the grains with clean water. Roast the soy beans and grains. Grind the roasted beans and grains into flour. Mix the flour. Store the mixture in a clean covered jar or tin. Cook the mixture in clean water. Make it thick like porridge. Or, make it so the child can drink it. Cook enough for one meal. Add vegetables or fruit

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

Pregnant and breast-feeding women need more food than other people. They should eat three mixed meals each day. Their meals should include plenty of body-building foods and foods that are rich in iron.

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

- a *Locally available foods*
- b *Family food economics and distribution*
- c *Traditional customs related to food*

15. What is a food history?

A food history is the information you get from a person about what foods he eat, how much food he eats, how often he eats each day, and why he eats those foods

ANSWERS TO REVIEW EXERCISES

Finding Out about Nutrition

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

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

One cooked ear of corn

One-half cup of ground nuts

Two tomatoes

Look at what Sam brought to school

- Identify any body-building foods. Nuts
- Identify any protective foods. Tomatoes
- Identify any energy foods. Corn
- Explain why Sam's lunch is or is not a mixed meal

Sam's lunch is a mixed meal. It contains energy, protective, and body-building foods

- How might diet explain some of the differences between Sam and Joey?

Children need mixed meals to stay healthy. Joey is not getting a mixed meal for breakfast or lunch. Because Joey is not getting enough to eat, he is often sick and tired. Joey did not get enough body-building foods so he could not grow to be as big as Sam.

2. Mr. Jones and Mr. Smith live in the same village. Each owns five chickens that lay five eggs per day. On market day, Mr. Jones takes three of his eggs to trade with a local farmer. He gets a bag of brown rice for his three eggs. His family eats the remaining two eggs. Mr. Smith trades all five eggs at the market for one bag of white rice that comes from a faraway city. Discuss which family gets more nutrients.

Mr. Jones' family get more nutrients. The family eats some eggs. Brown rice is usually cheaper and is always healthier than white rice.

3. Mrs. Smith is breast-feeding her eighteen-month-old child. The child has measles. Mrs. Smith asks you what foods she and the child should eat. What do you recommend?

The child should continue breast-feeding and eating four to six mixed meals each day. The mother should eat three mixed meals each day.

Teaching Plan 7

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

- OBJECTIVES**
1. Identify traditional customs, beliefs, and practices that affect the health and care of pregnant women, mothers, and newborns in the community.
 2. Describe the problems or conditions that may make a pregnant woman, mother, or newborn at risk of complications.
 3. Develop a list of questions to ask pregnant women and mothers to help determine if they are at risk.
- METHODS** Self-instruction, student presentations, small group work, and field visit, small group reports, small group discussion, class discussion
- MATERIALS** Student Text- Unit 5
- PREPARATION** Choose one student to prepare a presentation on the importance of keeping pregnant women, mothers, and newborns healthy. Have him emphasize that these community members are at greatest risk of disease and death. Use current figures on maternal and newborn deaths and illnesses to illustrate this point
- Arrange for students to talk to pregnant women and mothers at a maternal and child health or outpatient clinic.

TIME: 6 hours 35 min

LEARNING ACTIVITIES

- | | |
|---|-------------------------|
| <p>1. Have a student make a presentation on the importance of keeping pregnant women, mothers, and newborns healthy.</p> | <p>10 min</p> |
| <p>2. Ask for students' questions and comments.</p> | <p>10 min</p> |
| <p>3. Divide the class into groups. Ask them to talk to community members about customs, beliefs, and practices related to the care of women before and after childbirth, the care of newborns, breast-feeding, and child spacing.</p> | <p>3 hrs
15 min</p> |
| <p>The students may go to the maternal and child health or outpatient clinic. Or, they may talk to people in their homes or in the community. Each group should talk to at least three people. Remind students to use what they have learned about talking to people to gather information. Students should also observe the general health of pregnant women, mothers, and newborns in the community.</p> <p>Each group should record information about the community members they talked to and what they said. They will share this information with the other groups.</p> | |
| <p>4. The class meets in the afternoon. Each group reports on their findings. Allow time for questions and comments after each presentation.</p> | <p>1 hr</p> |
| <p>5. Discuss the exercise. Ask the students to explain how they identified people to talk to and whether they encountered any problems during their talks. Ask these questions:</p> <ul style="list-style-type: none"> a. How did your group decide who to talk to? b. How did you decide what questions to ask or what you were going to say? c. Were people willing to talk to you? | <p>30 min</p> |

TIME

<p>d. What problems did you encounter? What made your talks easier?</p>	
<p>e. What would you do differently the next time?</p>	
<p>6. Ask the groups to review the problems or conditions that might make a pregnant woman, mother, or newborn at risk of complications. Have them list questions to ask pregnant women and mothers to help identify high risk women and newborns.</p>	30 min
<p>7. Have one member of each group share some of their questions. Compile one list on the chalkboard. Tell the students to keep this list with their Community Health manuals. The list will help them find out about the health and care of pregnant women, mothers, and newborns.</p>	30 min
<p>8. Have the students review what they learned during the session by listing health messages about the health and care of pregnant women, mothers, and newborns. Have the students summarize the most important things they learned during the session.</p>	30 min

ANSWERS TO REVIEW QUESTIONS

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

1. What five questions should you ask to find out about beliefs and practices related to pregnancy and childbirth?
 - a. Do women take part in special practices or receive special treatments during pregnancy?
 - b. What do pregnant women eat or not eat? Why?
 - c. Where do they go for advice?
 - d. What do pregnant women know about problems or dangerous conditions during pregnancy?
 - e. Who usually assists deliveries in the community? What do they do?

2. What should you do if you find beliefs or practices that you feel are unhealthy?

Explain why the practices are harmful. Provide ideas for safe alternatives, if possible. Find a respected person in the community who is also aware of the dangers of a particular belief or practice. Ask the person to support your ideas in the community.

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

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

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

a Under age sixteen c A history of more than five pregnancies
b Over age thirty-five d A long-lasting illness

5. Circle the letter of your answer. A pregnant woman with swollen hands and feet, headaches, vomiting, and poor vision may be suffering from:

a Premature delivery
 b Preeclampsia
c Miscarriage
d Prolonged labor

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

A complication of labor or delivery may explain a present health problem of the mother or her newborn.

7. TRUE (T) or FALSE (F)

 T A woman who has had complications during past pregnancies is likely to have complications during her next pregnancy.

 T The liquid that the breast secretes during the first few days is rich in special substances that protect the newborn from disease.

8. What is child spacing?

Child spacing means spacing the birth of children at least two or three years apart. Then the woman regains her full strength and each child has the full benefit of his mother's breast milk and care.

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

This knowledge will help you get to know the community better. It will also put you in a better position to help families have the number of healthy children they want.

Teaching Plan 8

Finding Out about the Health and Care of Infants and Children

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

METHODS Self-instruction, student presentations, observation, demonstration and practice, class discussion

MATERIALS Student Text- Unit 6, Community Health manual, tape measure, scale, growth charts

PREPARATION Choose four students to give presentations during this session. One student will prepare a presentation on the importance of keeping infants and children healthy and on child growth. Another student will prepare a presentation on child development. The third student will prepare a presentation on possible reasons for poor growth and development. The fourth will prepare a presentation on immunization. Help the students prepare their presentations. Each presentation should last about ten minutes. Encourage students to use visual aids.

Arrange for five or six mothers and their infants or children aged six months to five years to come to the

class. Students will observe these infants and children and practice measuring their growth.

Prepare the necessary equipment and charts for students to practice measuring the growth of infants and children.

TIME: 3 hrs 35 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Have a student make a presentation on the importance of keeping infants and children healthy and on child growth. | 10 min |
| 2. Ask for students' questions and comments. | 10 min |
| 3. Introduce the students to the mothers and children who are visiting the class. Point out the differences in growth and development among the children. Be careful not to make statements that would embarrass a mother. | 10 min |
| 4. Explain and demonstrate these ways to measure the growth of infants and children:
a. Weight for age and the growth chart
b. Arm measurement
c. Height
d. Weight for height | 45 min |
| 5. Divide the class into working groups. Tell the students to practice the measuring techniques on the infants and children, using the Community Health manual as a guide. Remind the students to explain the procedures and the findings to the mothers. | 45 min |
| 6. Have a student make a presentation on child development. | 10 min |
| 7. Ask for questions and comments. | 10 min |
| 8. Have a student make a presentation on possible reasons for poor growth and development in infants and children. | 10 min |

	<u>TIME</u>
9. Ask for questions and comments	10 min
10. Have a student make a presentation on immunization	10 min
11. Discuss immunization and the immunizations that all children must have	20 min
12. Have the students review the information presented during this session by listing health messages about the health and care of infants and children. Have them summarize what they learned during the session.	25 min

ANSWERS TO REVIEW QUESTIONS

Finding Out about the Health and Care of Infants and Children

1. Why do you use a growth chart?

You use a growth chart to compare a child's weight with the weights of other children the same age.

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

3. An upper arm measurement of less than 14 cm is not normal. The child should be weighed at the health center.

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

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

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

- a Ask the mother if she knows of other children in the community who were born at the same time as her child. Use these birth dates to estimate the unknown birth date.*
- b Estimate a child's age based on developmental characteristics.*
- c Use a local events calendar. Associate the birth of the child with local events that happened around the same time.*

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

A normal six-month-old is usually able to sit alone and grasp things actively.

7. TRUE(T) or FALSE(F)

F An increase in the size of cells causes most of a child's growth before birth and up to age two or three

T Hearing loss caused by frequent ear infections can delay language development.

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

a. *Feed an infant breast milk for the first six months and continue breast-feeding for at least two years*

b. *Add soft, mixed foods at four to six months at least four to six times a day.*

c. *Use a clean cup and spoon for feeding if breast-feeding is not possible. Use a bottle only in emergencies*

d. *Continue to feed an ill child*

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

If the mother cannot breast-feed the ten-month-old infant at all, she should feed him a mixed diet of soft foods at least four to six times a day. Super porridge is the best mixed food for this infant. The infant also needs milk. Tell the mother to feed him boiled milk with a clean cup and spoon.

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

a. *Bottle feeding*

b. *No mother*

c. *A pregnant' mother*

d. *Twins*

e. *An adolescent mother or sick mother*

f. *A working mother*

g. *Poverty*

h. *An unwanted child*

i. *Alcoholic parents*

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

A child with diarrhea loses nutrients and fluids from his body. Therefore, he does not have what he needs to grow. Some families withhold food from a child with diarrhea. This worsens his condition. The child needs oral rehydration therapy and continued feeding to replace the nutrients and fluids that he has lost.

12. Circle the letter of your answer. The process by which you can protect a person against a disease is called:

- a. Antibodies
- b. Natural immunity
- c. BCG
- d. Immunization

13. Explain natural immunity to a disease.

The body of a sick person produces substances that fight disease-causing organisms in the person's blood. These substances are called antibodies. Antibodies remain in the body to fight these disease-causing organisms again, if necessary. A person develops antibodies in different ways. Natural immunity occurs when a person develops antibodies because of exposure to a disease. A child can also develop natural immunity through his mother. A pregnant woman passes many of her own antibodies to the child growing inside her. At birth, the newborn has natural immunity to many diseases. Breast milk also provides the newborn with natural immunity.

14. Circle the letter of your answer. A drop of liquid or an injection that you give to a person so that he will develop antibodies is called:

- a. Immunization
- b. Cold chain
- c. Vaccine
- d. Immunity

15. Why must vaccines be kept cold?

Warmth will kill the active part of the vaccine that causes the development of antibodies. Therefore, a vaccine must be kept cold from the time it is made to the time it is given to a person.

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

DPT: *Three months, five months, seven months, eighteen months*

DT: *When the child enters primary school*

Oral polio vaccine: *Three months, five months, seven months, eighteen months, when the child enters primary school (5-6 years)*

Measles vaccine: *Nine months*

BCG: *Birth*

ANSWERS TO REVIEW EXERCISES

Finding Out about the Health and Care of Infants and Children

1. You are doing a community health survey. You visit the home of Mrs. Alm. Mrs. Alm has a three-year-old daughter and a two-month-old infant. The new baby is healthy. The three-year-old girl gets ill often. Mrs. Alm had been breast-feeding her until the new baby was born. She now feeds the three-year-old only goat's milk. The child's upper arm measures 12 cm around.
 - a. What is Mrs. Alm doing to make her children healthy?
Breast-feeding
Practicing child spacing
Giving goat's milk
 - b. What could Mrs. Alm do to make them healthier?
She could add to the diet of the three-year-old. The little girl should not be fed only milk. She needs a mixed diet.
 - c. What would you say to Mrs. Alm about the feeding of her three-year-old?
Add other foods besides milk. What foods do the rest of the family eat? She can have them, too.
2. In another household you find a three-year-old girl who is not talking yet. She started to walk at fifteen months. She eats a mixed diet. Her upper arm measures 14.5 cm. She is not ill. When she was small she had pus coming from her ears very often. Her ears still drain yellow pus whenever she gets a cold.
 - a. What is the normal language development for a three-year-old?
She should be talking. She should be curious.
 - b. What is a likely cause of her lack of speech?
She cannot hear well, so she cannot make sounds.

Teaching Plan 9

**Conducting A Community
Health Survey**

- OBJECTIVES**
1. Make a map of the immediate area around the community.
 2. Make a detailed map of the community.
 3. Conduct a survey of at least twenty-five households
 4. Use environmental health checklists to identify environmental health problems in the community.
 5. Talk to community leaders, health workers, development workers, school workers, and other community members to find out their ideas about the community's health needs.
 6. Prepare and present a report of your survey findings.
- METHODS** Three weeks of observation and practical experience in a rural community
- MATERIALS** Student Text- Unit 7, Community Health manual
- PREPARATION** Review the list of communities where the students will be working for the next three weeks. Be sure the communities are similar to those to which the students will eventually be deployed as health workers. Make any final arrangements for the students' supervision, housing, and living allowances for the three-week community experience.
- Remind the students to gather necessary materials and supplies, such as paper, pencils, pens, and tape

measures. They should each have a complete Community Health manual.

Remind the students to invite community leaders, health workers, development workers, and other interested community members to their oral presentations of their survey results. If these people cannot attend the presentations, be sure the students share their results before they leave the community. They should also assure the community members that they or someone else will be following up on their visit.

TIME: 23½ days

LEARNING ACTIVITIES

- | | |
|---|--|
| 1. Answer the students' questions about the community experience and what is expected of them. Remind them that a written report is required. Remind them of the date by which they should be back at the training site to present their reports. | 1 hr |
| 2. Students travel to their sites and settle into their housing arrangements. | 1½ days |
| 3. Students map the community and the immediate area around the community. | 4 days |
| 4. Students conduct a survey of at least twenty-five households. | 8 days |
| 5. Students observe the environmental health conditions in the community. | 2 days plus time during other activities |
| 6. Students talk to community leaders, health workers, development workers, school workers, and other community members. | 4 days |
| 7. Students return to the training site. They prepare written and oral reports of their community health surveys. | 1½ days |
| 8. Students share the results of their community health surveys with the class, their instructors and other interested people. | 2½ days |

Teaching Plan 10

Choosing Priorities and Planning for Community Action

OBJECTIVES	<ol style="list-style-type: none">1. Develop and discuss a list of possible community health activities to meet the needs identified in the community health surveys.2. List the resources needed to carry out these activities.3. Describe ways to help community members choose priority health activities and carry out these activities.4. Explain why sharing health messages is an important community health activity and describe ways to share health messages.5. Demonstrate one way to share a health message.
METHODS	Self-instruction, instructor presentation, group discussion, student presentations, small group work, class discussion
MATERIALS	Student Text - Unit 8, flipchart-sized paper, markers
PREPARATION	<p>Choose two students to prepare presentations. One student will present information on ways to help community members choose priority health activities and carry out these activities. The other student will explain why sharing health messages is an important community health activity.</p> <p>Prepare a presentation on the process of planning and carrying out community health activities. Outline the steps in carrying out activities after needs are identified. Emphasize the importance of establishing clear and achievable objectives. Emphasize</p>

the need to include ideas for evaluation in these plans.

Prepare a presentation on the different ways to share health messages. Give examples for students to use as guides in preparing their own health messages.

TIME: 5 hrs 35 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Explain that the students have completed the first step in helping to meet the health needs of communities. Outline the other steps in this process. | 15 min |
| 2. Ask for questions and comments. | 15 min |
| 3. Divide the class into working groups. Ask the groups to list possible community health activities based on the needs identified in their community health surveys. Whenever possible, the students should choose community health activities that can meet more than one need. They should also list the resources needed to carry out these activities. | 40 min |
| 4. Discuss the groups' lists. Compile one list so that similar needs and activities are mentioned only once. As a class, try to choose priorities based on what you know about the country's support for community based activities the importance of the community's needs. | 20 min |
| 5. After about twenty minutes, stop the discussion and look closely at what has gone on in the group. Use these questions as a guide: <ul style="list-style-type: none"> a. Is the group making any decisions about priorities? Why? Why not? b. Are there a few leaders and many followers? Or, is everyone participating equally? c. Are decisions being made fairly easily? Why? Remind the students that choosing priorities may be difficult when persons or groups think | 15 min |

TIME

only of their own interests. Priorities must focus on what is best for the entire community.	
6. Have a student make a presentation on ways to help community members choose priority health activities.	10 min
7. Ask for questions and comments.	10 min
8. Divide the class into groups again. Ask each group to choose a different health activity priority. Ask the groups to discuss the activities they have chosen and to outline the steps for carrying out the activities.	5 min
9. Have each group report on their outlines. Allow time for questions and comments.	45 min
10. Discuss the group reports. Point out the similarities and differences in approaches. Point out the importance of involving community members in every step of the process.	10 min
11. Have the students summarize what they learned about choosing priorities and planning for community action.	15 min
12. Begin the afternoon session with a student presentation on why sharing health messages is an important community health activity.	10 min
13. Ask for questions and comments.	10 min
14. Make a presentation on ways to share health messages.	15 min
15. Ask for questions and comments.	10 min
16. Divide the class into working groups. Ask them to choose any of the health messages outlined in this module. Tell them to develop a way to share these health messages with others, using one or more of the methods discussed in Unit 8. Tell the groups that they will present this health message to the class.	10 min

	TIME
17. Groups present their health messages. Allow time for questions and comments after each presentation.	1 hr
18. Discuss the presentations. Ask the groups how they chose their health messages and their methods of presentation. Point out the importance of two-way communication. Also note the need to find out if the audience understood the messages. Explain to the students that they will have the opportunity to practice sharing health messages throughout the rest of their training.	15 min
19. Have the students summarize what they learned about sharing health messages.	10 min

ANSWERS TO REVIEW QUESTIONS

Choosing Priorities and Planning for Community Action

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

The next step is to identify the health activities that will help you and the community meet their health needs. You and the community members should also list the resources needed for each of the activities.

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

Your role is to present your opinions and advice based on your training and experience. You should listen and not force people to go your way. You should look out for the interests of the entire community. Your role is to observe, listen, and then express your views.

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

You can point out the advantages and disadvantages of the activities that have been suggested so far. You can also have the group focus on the four questions mentioned in Unit 8. If the group is still not able to decide, you might want to wait until the group members are willing to compromise and look out for the interests of their fellow community members. Then the priorities can be chosen.

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

A plan for determining if the activities are successful is another part of getting ready for action.

5. What is two-way communication?

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

6. Match the methods of sharing health messages in column A with the descriptions in column B. Write the letter of your answer in the space provided.

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

7. TRUE (T) or FALSE (F)

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

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

Being an example to people in the community is an effective way of sharing health messages. If you do what you tell other people to do, they have more faith in what you say. They are then more likely to practice healthy habits themselves.

The MEDEX Primary Health Care Series

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

Instructor's Manual

© 1983

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

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Library of Congress Catalog Card No. 83-80675

First Edition

Printed in U. S. A.

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FUNDED BY THE U. S. AGENCY FOR INTERNATIONAL DEVELOPMENT CONTRACT NO. DSPE-C-0006. The views and interpretations expressed are those of the Health Manpower Development Staff and are not necessarily those of the United States Agency for International Development

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SCHEDULE

MEETING THE PREVENTIVE HEALTH NEEDS OF THE COMMUNITY

DAY 1	DAY 2	DAY 3	DAY 4
Introduction to the Meeting the Preventive Health Needs of the Community module	Teaching Plan 2: Putting Together a Plan of Action	Teaching Plan 2: Putting Together a Plan of Action	Teaching Plan 3: Carrying Out Community Health Activities
Teaching Plan 1: Planning Community Health Activities	Teaching Plan 2: Putting Together a Plan of Action	Teaching Plan 3: Carrying Out Community Health Activities	Teaching Plan 3: Carrying Out Community Health Activities
Teaching Plan 2: Putting Together a Plan of Action			

9

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7

DAY 5	DAY 6		
Teaching Plan 4: Evaluating Community Health Activities	Teaching Plan 5: Putting Principles into Practice		
Teaching Plan 5: Putting Principles into Practice	Posttest		

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Community phase: ten days during weeks one through five-- Teaching Plan 6
two days during weeks six and seven - Teaching Plan 7
twelve days during weeks eight through thirteen- Teaching Plan 8

Teaching Plan 1

Planning Community Health Activities

- OBJECTIVES**
1. Explain the role of the community in primary health care.
 2. Describe the steps in planning community health activities to help a community stay healthy.
 3. Explain how to help community members resolve conflicts in choosing priority health activities.

METHODS Self-instruction, instructor presentation, student presentations, role-play, small group work, discussion

MATERIALS Student Text- Unit 1, Description of Soto village, instructions for the role-play, large name tags for participants in the role-play

PREPARATION Complete your analysis of pretest results. Assign each student to a working group of three or four persons. Each group should include students with high pretest scores and students with low pretest scores.

Ask two students to prepare presentations. One student should prepare a presentation on the role of the community in primary health care. The second student should prepare a presentation on the steps in planning community health activities. Help the students with their presentations.

Choose five other students to take part in a role-play. Explain the purpose of the role-play. Give each student his written instructions.

Prepare a presentation and discussion questions on how conflict can arise in groups when members are

interested only in their own needs. Explain that this kind of attitude can prevent a group from reaching consensus on important issues such as priority health activities. Help the students see the importance of compromise. Compromise means that each individual must give up some of his personal interests to benefit all concerned. Point out that a group in conflict must identify common needs and interests. In this way they establish a common goal and can discuss ways to reach that goal together. Also prepare an introduction to the task analysis table.

TIME: 3 hrs 40 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Introduce and explain the task analysis table. | 15 min |
| 2. Have one student give a presentation on the role of the community in primary health care. | 10 min |
| 3. Allow students to ask questions and make comments. | 5 min |
| 4. Have another student make a presentation on the steps in planning community health activities. | 10 min |
| 5. Allow students to ask questions and make comments. | 5 min |
| 6. Lead a discussion on how conflict can arise in groups, especially in groups that are responsible for making decisions. | 30 min |
| 7. Introduce the role-play. Explain that it will bring out some of the points just discussed. Present the Description of Soto Village. Distribute the Instructions for Observers to the class. | 30 min |
| 8. Have students present the role-play. | 15 min |
| 9. Stop the role-play. Ask Mr. Sato to describe the progress of the meeting. Ask the students to report on what they observed. | 30 min |

	TIME
10. Lead a discussion of the activity. Ask the students how they would have handled the situation in Soto village as a mid-level health worker trying to help community members choose priorities among community health activities. Point out that a mid-level health worker should never take sides in a conflict. Rather, he should try to help the group members establish a common goal.	20 min
11. Divide the class into working groups. Have each group outline a purpose and at least three objectives for these activities: Presenting health messages about the importance of sanitary waste disposal Telling pregnant women about the ways to ensure a healthy pregnancy	20 min
12. Have the groups present their purposes and objectives. Have students point out the similarities and differences and discuss how decisions were made in their groups.	15 min
13. Have the students summarize what they learned during the session and how they can use it in their work.	15 min

DESCRIPTION OF SOTO VILLAGE

Soto village is located along a main road in a moderately well-off palm-growing area. It is the largest community for some distance.

Soto village has several churches and a new market. A school located in an old building barely meets the needs of the village. The school has six classrooms. There is no health center in or near the village. Some of the villagers who have visited other places have said that it would be good to have a health center in their village. No one has suggested building one yet.

About one thousand people live in Soto village. Most belong to one of five family groups. Villagers tend to live near other members of their family groups. Each of the groups has a head person. The village leaders are Mr. Sato, Mr. Amba, Mr. Russo, Mr. Benda, and Mr. Soho. Mr. Sato's group of about 350 villagers is the largest. He usually leads community meetings.

The village market was built about four years ago as a result of an agreement between the five village leaders. Each of the family groups provided labor and materials. There was disagreement at the time about whether each group gave its fair share to the effort.

ROLE DESCRIPTIONS

MR. SATO'S ROLE

You are about to begin a community meeting. Very few villagers are at the meeting. However, the village leaders are there. Disagreement and conflict are common at these meetings. You try not to take sides. You tend to wait for everyone to agree. You do not force decisions.

Today you expect someone to bring up the question of building a health center in the village. You know this matter will need to be handled carefully. You have heard that people in the village disagree strongly about the location of a health center.

You wonder how you can keep the discussion from becoming an argument about where the health center should be located. You feel the discussion should focus on whether a health center is actually a priority in the village. Then you want to get people to agree on ways to judge the different locations. You think that by first discussing things about which the members can agree and by establishing criteria for selecting a location, it may be easier for the group to compromise on the location.

Think about your views on the subject.

“Do you think it is a good idea to build a health center? If so, what do you think are the best locations?”

“How can you and the other leaders and community members make the best choice for a location?”

“Is it a good idea to let the group know what you think about these questions?”

“Should you encourage the other leaders to reveal their personal interests and worries? Will this make it easier or more difficult to reach an agreement?”

Now plan how you will begin the meeting. Decide how you hope to see it progress.

MR. AMBA'S ROLE

You are proud that the Sato family and your family are the oldest in the village. You feel that your opinions should be taken most

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seriously. The village has gotten along for years without a health center. You favor it now only because your children think it is a good idea. You think the health center should be next to the market because this is the center of population in the village. Still you would agree to other places nearby. You can be influenced by what Mr. Sato thinks. You never agree with Mr. Benda.

MR. RUSSO'S ROLE

You respect the opinions of Mr. Amba, who is older than you and whose family group is larger and more well-off. Because of Mr. Amba the market is located near your home. You are grateful to Mr. Amba. You also respect Mr. Sato. You do not dislike Mr. Benda and Mr. Soho, but they do not seem important. You seldom go to the area where they live. It seems undeveloped. You think the health center should be next to the market.

MR. BENDA'S ROLE

You have no strong feelings about the health center. In general, you are in favor of improving the village, except when a project demands too much money and labor from your family group. You went to school with Mr. Soho and agree with his views. You think Mr. Amba and Mr. Russo are a little too aware of their power and influence in the community. You respect Mr. Sato's opinions.

MR. SOHO'S ROLE

Your family group is the smallest. You live farthest from the center of the town. You objected to the location of the market. You finally agreed, however, because the village needed the market. You must admit that it has helped your family.

You are proud that you are progressive. Your family group has the greatest number of young people away at school or work. You see the need for a health center, but you feel that it should be located on your side of the village. It is not only a question of convenience. It would also be a sign that Mr. Russo and Mr. Amba recognize the Soho family. You feel that Mr. Benda, with whom you went to school, is sympathetic to your views.

INSTRUCTIONS FOR OBSERVERS

Consider the following questions as you observe this meeting. Think about what you would do as the leader.

“What are the issues over which the men differ? How are the areas of conflict revealed in the discussion?”

“How do different members take sides on the issues? Why do you think they do this? What are the personal needs of the members? How do these needs affect their positions?”

“How does the chairman, Mr. Sato, try to move the discussion away from personal needs? Does he succeed? Does he get the group to agree on the basic question of whether a health center is needed? Do they talk about how to select a location before they talk about where to build? How would you have handled this?”

“Did the climate or atmosphere of the meeting improve? If so, how? Do members appear to be less concerned with only their own interests? Do they feel free to express their personal interests and wishes and at the same time recognize that others also have needs that must be considered?”

“Have you learned anything from this role-play that you will be able to use in your job? If so, what? If not, why not?”

Teaching Plan 2

Putting Together a Plan of Action

OBJECTIVES	<ol style="list-style-type: none">1. Conduct a brief community health survey to identify the health needs of a community near the training site.2. Plan a health message activity based on an identified need in the community.
METHODS	Self-instruction, field practice in small groups, group discussion, group work and presentations
MATERIALS	Student Text- Unit 1, Community Health manual
PREPARATION	Arrange with leaders in a community near the training site to allow the students to conduct a brief community health survey and health message activities

TIME: 13 hrs 35 min

LEARNING ACTIVITIES

1. Divide the class into four groups. Explain that during the next week each group will plan and carry out a health message activity based on health needs in a community. They will first conduct a brief community health survey. Each group will carry out a different part of the survey. One group will talk to community leaders, development workers, health workers, and school workers. A second group will observe the community's environment using the environmental health checklists. The other two groups will talk to community members in their homes.
If the students have already surveyed the community during their study of the Identifying the

20 min

TIME

Preventive Health Needs of the Community module, they should compare the results of that survey with current conditions

Student conduct a brief community survey.

7 hrs

1. **Students return to the classroom. Each group shares the results of its part of the survey. Record on the chalkboard the needs identified by each group.**

40 min

4. **Ask the students to list health message activities that could help meet each need that they identified. Remind them of the variety of ways to share health messages. Have them list the resources needed to carry out each activity.**

20 min

5. **Have each group choose a different activity. Explain that they will have the rest of the day to write a plan of action to carry out their health message activities.**

15 min

6. **Groups work on their plans of action.**

3 hrs

7. **When the class meets the next morning, ask each group to share their plans with the class. Allow time for comments and suggestions. Ask about the process they went through as a group. Ask them to comment on how they made decisions, what problems they encountered, and what seemed to go smoothly.**

1 hr

Then ask if they are ready to put their plans into action. If they are not ready, ask them what more they need to do. If they are ready, ask them how they will proceed from here. They will have one day to carry out their health message activities.

8. **Allow the groups to make any final preparations. Make sure that each plan includes evaluation.**

1 hr

ANSWERS TO REVIEW QUESTIONS

Planning Community Health Activities

1. Explain how a community learns to take care of itself.

A community learns to take care of itself by solving its own problems

2. Why is it important to understand the causes of a community's health problems?

Without an understanding of the causes of a community's health problems, you cannot determine its health needs. Without an understanding of health needs, you cannot plan health activities

3. As you discuss possible community health activities, it is helpful to think in terms of three levels of people in a community. Name these three levels.

- a *Individuals*
- b *Household and families*
- c *The community as a whole*

4. Explain the advantages of combining health activities with other development activities.

Combining health activities with other activities demonstrates that health is a necessary part of all development efforts. Combining activities also makes the best use of limited resources

5. You and the community have decided that a screening clinic for pregnant women is a priority health activity. Describe at least one possible purpose of this activity.

- a *To identify pregnant women who are at risk of complications*
- b *To help ensure the health of newborns in the community*

6. What is the difference between the purpose of a community health activity and its objectives?

The purpose is a general statement of why the activity should take place. An objective is a more precise statement of what the activity should accomplish. An objective is described in terms of how much of a problem is to be reduced or prevented, or how many people will be affected. An objective also specifies a time period.

7. Why is it important for you, the community, and your plans to be flexible?

Flexibility is important in planning community health activities because you never know the future. You plan in order to solve problems in an organized way, but you cannot be sure that everything will go according to your plans. You must be flexible so that you can change your plans if necessary to accomplish your objectives.

ANSWERS TO REVIEW EXERCISE

Planning Community Health Activities

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

ACTIVITY A: Establishing a screening clinic for children

Purpose: *To help identify children in the community who are at risk*

Objectives: *During the first month at least 90% of the children in the community under age five will be screened for immunization status*

During the first two months all children in the community under age five will be weighed and given an arm band measurement

During the first two months all children in the community under age five will be screened for symptoms and signs of skin diseases, worms, respiratory diseases, and diarrhea and dehydration

ACTIVITY B: Training community health workers

Purpose: *To help communities around the health center meet their health needs*

Objectives: *During the first two weeks of June each of the three communities will select a community member to be trained as a community health worker.*

By the end of July, these three people will be trained to provide preventive, promotive, and basic curative services in their community.

During the month of August, the mid-level health worker will visit each community health worker at least twice to offer support and guidance.

NOTE TO INSTRUCTOR: THESE ARE, OF COURSE, NOT THE ONLY PURPOSES OR OBJECTIVES THAT COULD BE OUTLINED FOR THE

TWO ACTIVITIES. STUDENTS WILL LIKELY HAVE MANY DIFFERENT ONES. MAKE SURE, HOWEVER, THAT THEY DEMONSTRATE AN UNDERSTANDING OF THE DIFFERENCE BETWEEN THE PURPOSE AND THE OBJECTIVES OF THE ACTIVITIES.

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Teaching Plan 3

Carrying Out Community Health Activities

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

METHODS Self-instruction, instructor presentation, discussion, small group work, field practice

MATERIAL Student Text- Unit 2, a written plan of action from each group, Community Health manual

PREPARATION Prepare a presentation on the process of carrying out a community health activity. Include ideas about how to monitor a community health activity daily.

Remind the groups to bring their plans of action to class. Also remind the students to read Unit 2 in the Student Text and to answer the review questions.

TIME: 9 hrs 15 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Explain to the students that after they complete their plans of action they must carry out these plans. Make a presentation on the process of carrying out a community health activity. | 15 min |
| 2. Allow time for comments and questions. | 10 min |

	TIME
3. Lead a discussion of the role of the mid-level health worker in carrying out community health activities. Discuss ways in which a mid-level health worker can help community members learn how to carry out community health activities.	20 min
4. Divide the class into their groups. Have the groups pair up and discuss with one another how they plan to carry out their health message activities.	30 min
5. Allow time for students to make any final preparations for carrying out their activities.	2 hrs
6. Students carry out their health message activities in the community. They also prepare a written report of the process.	6 hrs

ANSWERS TO REVIEW QUESTIONS

Carrying Out Community Health Activities

1. Carrying out community health activities has three parts. Name these parts.
 - a *Starting the activity*
 - b *Keeping the activity going*
 - c *Watching the progress of the activity*

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

NOTE TO INSTRUCTOR: THIS QUESTION HAS NO ONE CORRECT ANSWER. MAKE SURE THAT STUDENTS UNDERSTAND THAT STARTING AN ACTIVITY MAY MEAN GATHERING AND TRANSPORTING SUPPLIES AND EQUIPMENT, TRAINING PERSONNEL, ARRANGING FOR SUPERVISION, EDUCATING COMMUNITY MEMBERS, OR COMPLETING SOME OTHER ACTION BEFORE THE ACTUAL ACTIVITY GETS UNDERWAY.

3. TRUE(T) or FALSE(F)

F It is important to stay with your original plans and not change them in any way.

4. Describe at least four things you should do to keep a community health activity going.
 - a *Make sure that the people working on the activity have all the supplies and equipment they need*
 - b *Make sure that each person is doing what he is supposed to do*
 - c *Make sure that those working on the activity communicate openly.*
 - d *Get information on a daily basis about resources, progress, and problems.*
 - e *Support the participants. Keep people aware of the purpose of the activity and how far they have come in reaching that purpose*

5. Circle the letter of your answer. Watching the way resources are used and the way activities are carried out is called:
- Staring
 - Monitoring
 - Motivating
 - Supporting
6. Describe at least three ways to monitor a community health activity.
- Observe the activity and make notes of your observations*
 - Have the people who are working on the activity fill out a short questionnaire each day.*
 - Have supervisors report to you about what they have observed*
 - Meet daily with those working on the activity to discuss their progress*
7. Asking certain questions can help you monitor the progress of community health activities. List at least five of these questions.
- Does the activity fit the objectives?*
 - What was accomplished today? Which objectives were reached?*
 - Are the materials, supplies, equipment, and facilities adequate for the activity?*
 - How do the people working on the activity feel about it? What are their needs?*
 - How do other community members feel about the activity?*
 - What problems need to be overcome? What could be improved?*
 - What still needs to be done? Will the current plan meet these needs?*
8. Name at least three roles of a mid-level health worker in helping community members take responsibility for planning and carrying out health activities.
- Motivate people*
 - Initiate tasks*
 - Provide information*
 - Supervise*
 - Advise*

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

If you are the community will learn only to depend on your skills. You need to work with community members so that they learn these skills also. Only then will the community be able to solve its own problems, take care of itself, and stay healthy.

Teaching Plan 4

Evaluating Community Health Activities

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

METHODS Self-instruction, student presentations, group discussion, group presentations

MATERIALS Student Text- Unit 3

PREPARATION Choose two or three students to prepare a presentation on the process of evaluation. The presentation should include how evaluation fits into the process of planning and carrying out community health activities and what to look for when evaluating community health activities.

Remind students to read Unit 3 in the Student Text and to answer the review questions.

Also remind them to be prepared to present to the rest of the class the results of their health message activities.

TIME: 2 hrs 50 min

LEARNING ACTIVITIES

1. Explain that evaluation is not a new topic for the students. They have started to evaluate their

5 min

	<u>TIME</u>
health message activities. They also evaluate their own activities every day.	
2. Have two or three students make a presentation on the process of evaluation.	15 min
3. Lead a discussion of the presentation and how it relates to the students' health message activities. Point out that the process of evaluation depends on the type of activity that is carried out. For example, a health message activity may not require a detailed, on-going evaluation. On the other hand, conducting an immunization campaign might	20 min
4. Divide the class into their groups. Ask the groups to discuss evaluating their health message activities. Have them determine what they accomplished by asking the five questions about relevance, progress, efficiency, effectiveness, and impact. Have them consider the need for follow-up.	20 min
5. Have each group present the results of their health message activities. Allow time for comments and questions after each presentation.	1 hr 20 min
6. Discuss the review questions for Unit 3. Have the students summarize what they have learned about evaluation.	30 min

ANSWERS TO REVIEW QUESTIONS

Evaluating Community Health Activities

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

This means that you are always evaluating. You plan to do something, you do it, and then, based on your experience, you decide whether you should do it again the same way or at all. Evaluation is a way of learning from experience and using what you learn to improve future activities. It is an essential part of planning.

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

- a. Is the activity relevant?*
- b. Is the activity making progress?*
- c. Is the activity efficient?*
- d. Is the activity effective?*
- e. What is the impact of the activity?*

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

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

4. When is a community health activity effective?

An activity is effective if it is reaching its objectives.

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

Then the findings reflect their feelings and values. An understanding of these feelings and values will help you and the community determine how to improve community health activities.

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

You are looking at the activity with respect to the objectives and deciding if it is:

Still relevant

Progressing

Using resources efficiently

Having a positive effect on the health of community members

Having any unplanned effects on the community

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

Taking corrective action usually means changing a community health activity so that it better meets the needs of community members. You may need to change the schedule for an activity or the materials, equipment, or personnel. Or, you may have to change the objectives of the activity altogether.

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

Community people will accept minor changes and small improvements on a continual basis more easily than abrupt, major changes in an activity's objectives.

9. TRUE (T) or FALSE (F)

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

Teaching Plan 5

Putting Principles into Practice

OBJECTIVES	<ol style="list-style-type: none">1. Explain why and how you should get to know a community again before you carry out health activities during the community phase.2. Describe some of the community health activities that you might carry out during the community phase.3. Describe the role of community health workers in providing primary health care services.4. Outline how you are going to approach the community to which you are assigned.
METHODS	Self-instruction, instructor presentation, discussion, individual work
MATERIALS	Student Text- Unit 4, Community Health manual
PREPARATION	<p>Prepare an explanation of the community phase</p> <p>Prepare an explanation of why and how the students will have to get to know the community again before they carry out health activities during the community phase.</p> <p>Also prepare a presentation on the role of community health workers in providing primary health care services. Include the relationship of the community health worker to the mid-level health worker, the things a community health worker can be trained to do, and the selection of community health workers.</p>

TIME: 6 hrs

LEARNING ACTIVITIES

- | | |
|---|-------------|
| 1. Review the purpose of the community phase of training. Describe how the community phase will be organized and how much time students will have to carry out community health activities. | 10 min |
| 2. Have one student review the steps in planning community health activities. Point out that the students will have to conduct a brief community health survey in order to identify needs in the communities to which they have been assigned. | 10 min |
| 3. Lead a discussion of the list of community health activities presented in Unit 4. Point out why they have been divided into those which the mid-level health worker can do alone and those which require the knowledge and skills of others. Ask for questions and comments on the activities. | 20 min |
| 4. Make a presentation on the role of the community health worker in providing primary health care services. Allow time for questions and comments. | 30 min |
| 5. Lead a discussion on training a community health worker as a community health activity. Discuss how to help community members decide if training a community health worker would meet some of their community's health needs. | 20 min |
| 6. Divide the class into pairs. Have the students discuss with their partners what they plan to do when they arrive at their assigned communities. Have them discuss how they plan to approach the community. | 20 min |
| 7. Allow students to ask questions and to work alone to plan how they are going to approach their communities. | 1 hr 10 min |
| 8. Meet with each student individually to review his plan and to discuss his concerns about health activities during the community phase. | 3 hrs |

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ANSWERS TO REVIEW QUESTIONS

Putting Principles into Practice

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

The first step in planning health activities is to identify the community's health needs. You identify needs by conducting a community health survey. The community you work in during the community phase may or may not be the same community in which you or another student in your class conducted a survey during your study of the Identifying the Preventive Health Needs of the Community module. If information from a survey is not available, you need to conduct a survey to identify needs. Since your time is limited during the community phase, you need only talk to community leaders, plan and take part in a community meeting, and talk to other health, development, and school workers to assess the community's present health status. This is a brief community health survey.

2. List at least five community health activities that you could do on your own or with one or two others.
 - a. Screen pregnant women for high risk factors
 - b. Screen children for symptoms and signs of skin diseases, worms, respiratory diseases, and diarrhea and dehydration
 - c. Screen children for nutritional problems and monitor growth and development
 - d. Monitor children for immunization status
 - e. Immunize children
 - f. Train and support community health workers
 - g. Share community health messages
3. List at least six community health activities that require the knowledge and skills of other people.
 - a. Digging and protecting wells

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

4. What is a community health worker?

A community health worker is a member of a community who is selected to provide basic health services and to promote good health, prevent common health problems, and care for some common health problems. He is the mid-level health worker's link with the health of a community. He knows his community well so is able to identify important health needs and to gather support for activities to meet these needs. He can also help keep community health activities going.

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

- a Encourage clean collection, storage, and use of water*
- b Demonstrate how to prepare and use oral rehydration solution for children with diarrhea*
- c Encourage adequate nutrition for children and pregnant women*
- d Encourage breast-feeding*
- e Care for persons with minor injuries*
- f Identify, care for, and prevent scabies*
- g Share ideas about how tuberculosis spreads from person to person*

6. TRUE (T) or FALSE (F)

T A community health worker is usually selected by members of the community and its leaders.

Teaching Plan 6

The Community Phase: Weeks One through Five

- OBJECTIVES**
1. Meet with community leaders to discuss the community's current health status and possible community health activities
 2. Plan and take part in a community meeting to discuss the community's health needs and possible community health activities
 3. Help community members choose priority health activities
 5. Develop plans to carry out two health message activities based on the community's needs
 6. Develop a plan to carry out a community health activity on your own or with the help of one or two others
 7. Prepare a written record of all of the activities that you carry out

METHODS Ten days of field experience in a community

MATERIALS Community Health manual

PREPARATION Make any final arrangements for students to go to their sites. Remind them to take supplies such as pencils, pens, and notebooks. They should each have a complete Community Health manual

TIME: 10 days

LEARNING ACTIVITIES

1. Students spend two days per week during the first five weeks of the community phase doing the following:

TIME

Conducting a brief community health survey to identify health needs

Helping the community identify activities to meet these needs

Helping the community choose priority health activities

Working with the community to develop a plan for one priority activity

Developing plans for activities that they will carry out alone or with the help of one or two others

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Teaching Plan 7

Community Phase: Weeks Six and Seven

- OBJECTIVES**
1. Describe the results of your work in the community up to this point.
 2. Discuss with other students your work in the community up to this point.
 3. Outline your needs and concerns about working in the community.
 4. Outline a plan for your last six weeks in the community.
- METHODS** Two days of individual presentations, class discussion, individual meetings with instructor or supervisor, individual planning work
- MATERIALS** Written reports of community health work during the first five weeks of the community phase
- PREPARATION** Prepare a schedule for meeting with each student during the two days set aside for processing their community health work.

TIME: 2 days

LEARNING ACTIVITIES

- | | |
|---|-------|
| 1. Have each student report on his community health work up to this point. Allow time for discussion after each presentation. | ½ day |
| 2. Meet with each student to discuss his needs and concerns about working in the community. | 1 day |
| 3. Have the students plan their activities for the next six weeks of the community phase. | ½ day |

Teaching Plan 8

The Community Phase: Weeks Eight through Thirteen

- OBJECTIVES**
1. Begin carrying out one priority community health activity.
 2. Carry out and evaluate two health message activities.
 3. Carry out and evaluate one community health activity alone or with the help of one or two others.
 4. Prepare a written report of all activities that you carry out.
 5. Write a brief summary of what you learned about planning and carrying out community health activities.

METHODS Twelve days of field experience in a community

MATERIALS Plans for the last six weeks of the community phase, Community Health manual

PREPARATION Be sure that you have met with each student to discuss his needs, concerns, and plans for the last six weeks of the community phase.

TIME: 12 days

LEARNING ACTIVITIES

1. Students spend two days per week during the last six weeks of the community phase doing the following:
Helping the community carry out a priority community health activity

TIME

Carrying out and evaluating two health message activities

Carrying out and evaluating one community health activity alone or with the help of one or two others

Keeping a written record of all community health work

Spending time each day thinking about what they have learned about planning and carrying out community health activities

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The MEDEX Primary Health Care Series

**TRAINING AND
SUPPORTING
COMMUNITY HEALTH
WORKERS**

Instructor's Manual

© 1983

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John A. Burns School of Medicine
University of Hawaii, Honolulu, Hawaii, U.S.A.

99

Library of Congress Catalog Card No. 83-80675

First Edition

Printed in U. S. A.

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FUNDED BY THE U. S. AGENCY FOR INTERNATIONAL DEVELOPMENT CONTRACT NO. DSPE-C-0006. The views and interpretations expressed are those of the Health Manpower Development Staff and are not necessarily those of the United States Agency for International Development.

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SCHEDULE
TRAINING AND SUPPORTING COMMUNITY HEALTH WORKERS

DAY 1	DAY 2	DAY 3	DAY 4
<p>Introduction to the Training and Supporting Community Health Workers module</p> <p>Teaching Plan 1: The Role of the Community in Primary Health Care</p>	<p>Teaching Plan 4: Introduction to the Learning Process for Community Health Workers</p>	<p>Teaching Plan 5: Preparing to Train Community Health Workers</p>	<p>Teaching Plan 6: Practice Using Community Health Worker Training Materials</p>
<p>Teaching Plan 2: The Role of Community Health Workers</p>	<p>Teaching Plan 4: Introduction to the Learning Process for Community Health Workers</p>	<p>Teaching Plan 5: Preparing to Train Community Health Workers</p>	<p>Teaching Plan 6: Practice Using Community Health Worker Training Materials</p>
<p>Teaching Plan 3: Helping a Community Select a Community Health Worker</p>			

7

100

DAY 5	DAY 6		
Teaching Plan 7: Practice Using Community Learning Materials	Teaching Plan 8: Organizing a Training Program for Community Health Workers		
Teaching Plan 7: Practice Using Community Learning Materials	Teaching Plan 9: Supporting Community Health Workers Posttest		

8

Community phase: six weeks- Teaching Plan 10

10/1

Teaching Plan 1

The Role of the Community in Primary Health Care

- OBJECTIVES**
1. Define the organization of the community in which you worked during your study of the Identifying the Preventive Health Needs of the Community module and the Meeting the Preventive Health Needs of the Community module.
 2. Describe the role of the community leaders
- METHODS** Self-instruction, discussion, review of field experiences
- MATERIALS** Student Text- Unit 1, reports on community activities
- PREPARATION** Complete your analysis of pretest results. Assign each student to a small working group of three or four persons. Each group should include students with high pretest scores and students with low pretest scores.
- Tell the students to review the Identifying the Preventive Health Needs of the Community module and the Meeting the Preventive Health Needs of the Community module.
- Also tell the students to read Unit 1 in the Student Text and to answer the review questions. The students should be prepared to discuss Unit 1 and the reports on their community activities.

TIME: 1 hr 45 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Introduce the task analysis table. Explain how it relates to what the students have learned in the Identifying the Preventive Health Needs of the Community module and the Meeting the Preventive Health Needs of the Community module | 15 min |
| 2. Discuss the students' experiences in the community. Refer to Unit 1 in the Student Text | 20 min |
| 3. Divide the class into working groups. Have the groups summarize the characteristics of the communities in which they worked and the role of community leaders. | 20 min |
| 4. Have the groups present their summaries to the class. Outline the information on the chalkboard or a flipchart. Lead a discussion on the similarities and differences among the communities. | 40 min |
| 5. Students summarize what they learned during the session and comment on how it may be used in their work. | 10 min |

ANSWERS TO REVIEW QUESTIONS

The Role of the Community in Primary Health Care

1. List at least five ways the community can help you deliver primary health care services.

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

2. Why is it important to work with community leaders?

To reach the people in the community you must work with the community leaders. The community leaders play an important role in establishing, maintaining, and assessing primary health care activities in the community. The leaders identify people you can work with, provide resources for community activities, and appoint people to be responsible for health activities in the community.

Teaching Plan 2

The Role of Community Health Workers

- OBJECTIVES**
1. Describe the role of community health workers in:
 - Extending primary health care services into the community
 - Helping the mid-level health worker understand the needs and resources of the community
 - Providing services to promote good health, prevent common health problems, and care for some common health problems
 2. Demonstrate how to initiate, plan, and take part in a community meeting to discuss primary health care and the role of community health workers
- METHODS** Self-instruction, discussion, small group presentations, role-plays
- MATERIALS** Student Text- Unit 2
- PREPARATION** Tell the students to read Unit 2 in the Student Text and to prepare for a discussion of Unit 2.

TIME: 1 hr 50 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Lead a discussion of Unit 2 in the Student Text | 20 min |
| 2. Divide the class into four groups. Tell two groups to work independently to prepare role-plays on meeting with community leaders to discuss the role of community health workers. Tell the other | 15 min |

	TIME
two groups to work independently to prepare role-plays on discussing the role of community health workers in a community meeting	
3. The first two groups present their role-plays. The other groups act as observers and community members	20 min
4. Lead a discussion of the role-plays	10 min
5. The other two groups present their role-plays. The rest of the class acts as community members	30 min
6. Lead a discussion of the role-plays	10 min
7. The students summarize what they learned during the session and comment on how it may be used in their work	5 min

ANSWERS TO REVIEW QUESTIONS

The Role of Community Health Workers

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

Community health workers know their communities. They are familiar with the health practices in the community. They can help you understand the primary health care needs of the community and the most appropriate ways to meet those needs. They provide services in the community to promote good health, prevent common health problems, and care for some common health problems. They can also:

Identify resources of the community to meet health needs

Share health information with community members

Coordinate health activities in the community

Refer persons with health problems to the health center

Motivate people to take part in community health activities

Become role models for members of the community

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

PROMOTIVE SERVICES	PREVENTIVE SERVICES	CURATIVE SERVICES
<i>Encourage clean collection, storage, and use of water</i>	<i>Identify and refer women with problems during pregnancy</i>	<i>Care for children with diarrhea and vomiting</i>
<i>Encourage adequate prenatal nutrition</i>	<i>Demonstrate how to prepare and use a special mixture for preventing dehydration</i>	<i>Identify and care for people with scabies</i>
<i>Share information about prenatal care</i>	<i>Share information and discuss how tuberculosis spreads</i>	<i>Care for people with fever</i>

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

PROMOTIVE SERVICES	HEALTH PROBLEMS PREVENTED
<i>Encourage clean collection, storage and use of water</i>	<i>Diarrhea Gastroenteritis</i>
<i>Encourage adequate prenatal nutrition</i>	<i>Low birth weight infants Undernourished mothers</i>
<i>Share information about prenatal care</i>	<i>Pregnancy problems</i>

PREVENTIVE SERVICES	HEALTH PROBLEMS PREVENTED
<i>Identify and refer women with problems during pregnancy</i>	<i>Complications during pregnancy and delivery</i>
<i>Demonstrate how to prepare and use a special mixture for preventing dehydration</i>	<i>Dehydration Death from dehydration</i>
<i>Share information and discuss how tuberculosis spreads</i>	<i>Tuberculosis spreading within the family and the community</i>

4. Circle the letters of your answers. You can train community health workers to provide care for health problems that:
- a. Occur frequently in the community
 - b. Community members see as important
 - c. Do not have effective treatments
 - d. Are rare and unusual
 - e. Are already being effectively treated with traditional methods
 - f. Have a simple and effective treatment
 - g. Require costly treatment



Teaching Plan 3

Helping a Community Select a Community Health Worker

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

METHODS Self-instruction, discussion, group presentations, role-plays

MATERIALS Student Text - Unit 3

PREPARATION Tell the students to read Unit 3 in the Student Text, to answer the review questions and to prepare for a discussion of Unit 3.

TIME: 2 hrs 15 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Lead a discussion of Unit 3 in the Student Text | 20 min |
| 2. List and discuss criteria for selecting community health workers | 15 min |
| 3. Divide the class into four groups. Tell two groups to work independently to prepare role-plays on meeting with community leaders to discuss selection criteria for community health workers. Tell the other two groups to work independently to prepare role-plays on discussing selection criteria at a community meeting. | 15 min |
| 4. The first two groups present their role-plays. The other groups act as observers and community members. | 30 min |

	<u>TIME</u>
5. Lead a discussion of the role-plays	10 min
6. The other two groups present their role-plays The rest of the class acts as community members	30 min
7. Lead a discussion of the role-plays	10 min
8. The students summarize what they learned during the session and comment on how it may be used in their work.	5 min

ANSWERS TO REVIEW QUESTIONS

Helping a Community Select a Community Health Worker

1. List at least four criteria a community may use to select people to become community health workers.
 - a The people are known and respected in the community.*
 - b They are interested in the health and problems of the community members in greatest need*
 - c They are open to new ideas*
 - d They are willing to share what they know with people in the community.*
 - e They will stay in the community.*
 - f They have some experience in health care in the community.*
 - g They understand and respect the beliefs and practices of people in the community.*
2. Circle the letters of the six criteria that you think communities should use to select a community health worker.
 - a The person is the chief's son
 - b The person is middle-aged
 - c The person is educated
 - d The person is kind and caring
 - e The person lives in the community
 - f The person is young
 - g The person is open to new ideas
 - h The person is the village midwife
 - i The person is your friend
 - j The person is respected in the community
3. Briefly describe the process of selecting a person to become a community health worker.

The process has three steps. First, discuss the role of community health workers with the community leaders. Find out if the leaders are interested in taking part in selecting, training, and supporting a community health worker. Then help them choose the criteria they will use to select a community health worker.

Second, help to plan and hold a community meeting to discuss the role of community health workers and the support the community should provide.

Third, help select community health worker candidates. The community members suggest two or three names, based on their selection criteria. The final selection can be made by a voice vote or a consensus decision.

Teaching Plan 4

Introduction to the Learning Process for Community Health Workers

- OBJECTIVES**
1. Describe and demonstrate the use of learning materials for community health workers, such as:
 - Stories
 - Role-plays
 - Practical experiences
 - Posters
 - Small group discussions
 - Home visits
 - Problem-solving exercises
 - Problem-solving drawings
 - Drawings for discussion
 - Flashcards
 - Demonstrations
 2. List materials available in the community and the health center to train community health workers.
 3. Demonstrate how to evaluate the learning process of community health workers.
- METHODS** Self-instruction, demonstration, discussions, small group work
- MATERIALS** Student Text - Unit 4, community health worker training materials
- PREPARATION** Tell the students to read Unit 4 in the Student Text, to answer the review questions, and to prepare for a discussion of Unit 4.
- Prepare a presentation using the Diarrhea Cycle of Health cards from the Prevention and Care of Diarrhea workbook.
- Prepare a presentation on how to use the community health worker workbooks. Develop a teaching

plan for one workbook. Include learning methods. Make copies of the teaching plan to distribute to the students

TIME: 7 hrs 30 min

LEARNING ACTIVITIES

- | | |
|--|--------------|
| 1. Lead a discussion of Unit 4 in the Student Text | 30 min |
| 2. Make a presentation using the Diarrhea Cycle of Health cards from the Prevention and Care of Diarrhea workbook. | 30 min |
| 3. Allow the students to review the community health worker training materials. Answer any questions | 1 hr 30 min |
| 4. Distribute a teaching plan for one workbook. Make a presentation on the workbook. The students should act as community health workers. Use a variety of learning methods in the presentation. | 2 hrs 30 min |
| 5. Lead a discussion on the criteria for a good presentation of a workbook. Work with the class to develop an evaluation checklist based on the criteria. Ask the students to practice using the evaluation checklist to evaluate presentations during their study of this module. They can also use this checklist to evaluate presentations during the training of community health workers. | 1 hr |
| 6. Lead a discussion on how to develop teaching plans and choose appropriate learning methods. Allow the students to practice. Help them develop teaching plans. | 1 hr 20 min |
| 7. The students summarize what they learned during the session and comment on how it may be used in their work. | 10 min |

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ANSWERS TO REVIEW QUESTIONS

The Learning Process for Community Health Workers

1. List the names of at least four workbooks for community health workers.

- a Introduction to Training*
- b Clean Water and Clean Community*
- c Prevention and Care of Diarrhea*
- d Healthy Pregnancy*
- e Feeding and Caring for Children*
- f Some Common Health Problems*
- g Tuberculosis and Leprosy*
- h First Aid*

2. List at least six learning methods and materials that may be appropriate for community health workers.

- a Stories*
- b Role-plays*
- c Practical experiences*
- d Posters*
- e Small group discussions*
- f Home visits*
- g Problem-solving exercises*
- h Problem-solving drawings*
- i Drawings for discussion*
- j Flashcards*
- k Demonstrations*

3. How does the workbook format help you to train community health workers?

A workbook allows the trainer and the community health workers to share ideas. Each learns from the other. A workbook allows the learning to take

place through an exchange of ideas among all the participants. Both the trainer and the community health workers contribute their experience and knowledge in the learning process.

4. How do drawings help you to train community health workers?

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

5. Describe how you can use the workbooks to train non-literate community health workers.

You can use the workbooks to discuss health with non-literate community health workers as easily as with literate community health workers. You can use the drawings in the workbooks for discussions and to explain important concepts. You can use the drawings to help non-literate community health workers remember what they have learned. You can ask the questions in the workbooks and discuss the answers. You can record the answers of non-literate community health workers yourself. You can also use learning methods such as demonstrations, stories, and role-plays to train non-literate community health workers.

6. List the names of at least four community learning materials.

- a Health in the Community*
- b Health Problems in the Community*
- c Caring for Your Child*
- d Caring for Your Sick Child*
- e Water and Health*
- f Clean Home and Clean Community*
- g Cycle of Health Cards*
- h The Lady Who Built a Tower*
- i The Story of Grandmother Mamosa*

Teaching Plan 5

Preparing to Train Community Health Workers

OBJECTIVES	<ol style="list-style-type: none">1. Develop a teaching plan for using a community health worker workbook2. Choose appropriate learning materials and methods for training community health workers3. Demonstrate how to evaluate the learning process of community health workers
METHODS	Small group work, group presentations, discussion
MATERIALS	Community health worker materials, evaluation checklist
PREPARATION	<p>Tell the students to review the workbooks for community health workers. Make sure there are enough workbooks for the students.</p> <p>Make copies of the evaluation checklist that the class developed. Invite at least four community members to take part in the class.</p>

TIME: 7 hrs

LEARNING ACTIVITIES

<ol style="list-style-type: none">1. Divide the class into small groups. Distribute the workbooks for community health workers. Have each group choose a different workbook.	20 min
<ol style="list-style-type: none">2. Have the groups develop teaching plans, select teaching methods and materials, and prepare presentations on the workbooks. One group should prepare a presentation for non-literate community health workers. Help the groups prepare their plans and materials.	3 hr 30 min

	TIME
3. The first group presents one workbook. Members of another group act as community health workers. Two invited community members also act as community health workers. The rest of the class acts as observers and evaluates the presentation using the evaluation checklist.	2 hrs 30 min
4. After the presentation, find out how much the two invited community members who acted as community health workers have learned.	10 min
5. Lead a discussion on the presentation. Focus on the organization of the teaching plans, the learning methods, and the quality of the presentations. Encourage the students and the community participants to take part in the discussion.	20 min
6. The students and the community participants summarize what they learned from the session.	10 min

Teaching Plan 6

Practice Using Community Health Worker Training Materials

- OBJECTIVES**
1. Demonstrate the use of learning methods for community health workers
 2. Demonstrate the use of community health worker training materials
 3. Demonstrate how to evaluate the learning process of community health workers
- METHODS** Small group work, presentations, discussion
- MATERIALS** Community health worker workbooks, community learning materials
- PREPARATION** Make sure there are enough workbooks for the students to use.
Make copies of a teaching plan outline for the students to use.
Invite community members to take part in the class.
Assign at least one community member to each group.

TIME: 7 hrs 50 min

LEARNING ACTIVITIES

1. Divide the class into their small groups. Have the groups continue to work on their presentations. Together the group members should work on their teaching plans and decide on learning methods and materials they want to use. They should consider the evaluation of the presentation in the previous session. The groups may use community learning materials in their presentations.

1 hr 5 min

	TIME
<p>2. The students make their presentations simultaneously in their groups. One person from each group presents the workbook to the rest of the group. Another person in the group helps lead discussions. The rest of the students and the community members in the group act as community health workers or observers. One group presents a workbook to non-literate community health workers.</p>	2 hrs
<p>3. Observers in each group assess the presentation using the evaluation checklist.</p> <p>Small groups may not be able to complete an entire workbook. Remind the observers that the objective of this activity is to practice using learning methods. They should assess how well the leader uses learning methods and materials and how much the group members participate in the learning process. Completing the workbook is not important.</p>	
<p>4. Assemble the class and the community members. Have a representative from each group present at least one session of the workbook to the rest of the class. The class participates in the learning process. The class also evaluates the presentations.</p>	2 hrs 35 min
<p>5. One group makes a presentation on training non-literate community health workers.</p>	45 min
<p>6. Collect the evaluations of the presentations. Lead a discussion on the use of learning methods, teaching plans, and evaluations. The observers from the small groups share their evaluations. Encourage the visiting community members to also take part in the discussion.</p>	40 min
<p>7. Summarize the differences between training literate and non-literate community health workers.</p>	30 min
<p>8. The students summarize what they learned during the session and comment on how it may be used in their work.</p>	15 min

Teaching Plan 7

Practice Using Community Learning Materials

OBJECTIVES	<ol style="list-style-type: none">1. Explain the use of community learning materials2. Demonstrate how to evaluate community learning materials
METHODS	Demonstration, small group activities, discussion
MATERIALS	Community learning materials
PREPARATION	<p>Tell the students to review the community learning materials. Make sure you have enough materials for the students to use.</p> <p>Prepare a presentation on how to use some community learning materials.</p> <p>Invite community members to take part in the class. Assign at least one community member to each group.</p>

TIME: 7 hrs 50 min

LEARNING ACTIVITIES

1. Have the students review the community learning materials.	1 hr
2. Make a presentation on at least three community learning materials. Discuss how and when to use them. Have the students evaluate the presentation and outline how and when they can use the materials in their work.	2 hrs
3. Divide the class into small groups. Have each group choose at least one community learning material. Have each group practice using the community learning materials and prepare a presentation for the class.	1 hr 10 min

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	TIME
4. The groups make their presentations on using community learning materials.	1 hr 20 min
5. Lead a discussion on using community learning materials to train community health workers. Also discuss how you can train community health workers to use community learning materials in the community.	45 min
6. Have each group pick ten to fifteen pictures at random from the community learning materials and the Illustrations for Training Community Health Workers. Have each group prepare and present a story or a dialogue using the pictures.	1 hr 20 min
7. The students summarize what they have learned in the last four teaching sessions and evaluate the methods that have been used during their training.	15 min

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Teaching Plan 8

Organizing a Training Program for Community Health Workers

OBJECTIVES	<ol style="list-style-type: none">1. Organize a training schedule for community health workers2. Explain how to identify and organize a location for training.3. List resources and support for a training program in the health center and the community.4. Describe ways to reduce training costs
METHODS	Self-instruction, discussion, small group work, presentations
MATERIALS	Student Text- Unit 5, supplies and materials for training community health workers
PREPARATION	<p>Tell the students to read Unit 5 in the Student Text, to answer the review questions, and to prepare for a discussion of Unit 5.</p> <p>Choose some students to take responsibility for planning the morning's training activities. They should organize the training area and develop and select teaching aids</p>

TIME: 4 hrs 10 min

LEARNING ACTIVITIES

1. Lead a discussion of Unit 5 in the Student Text	20 min
2. Divide the class into small groups. Tell one group to prepare a presentation on the supplies needed to train community health workers. Tell the second group to prepare a presentation on the characteristics of a training location. Tell the third group to prepare a presentation on scheduling activities and	1 hr

	TIME
informing community health workers, community leaders, and resource persons. Tell the fourth group to think of ways that the community health workers can participate in the learning process. Help the groups prepare their presentations.	
3. The groups make their presentations.	1 hr 20 min
4. Lead a discussion on each of the topics. Have the students summarize each group's ideas.	40 min
5. Have the students list things that need to be done to prepare for a training program. Have them arrange the list in chronological order, starting with activities to be done before training, then during training, and finally after training.	30 min
6. Help the students who planned the morning's training activities make a presentation on what they have learned about planning and organizing for training.	10 min
7. The students summarize what they learned during the session and comment on how it may be used in their work.	10 min

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ANSWERS TO REVIEW QUESTIONS

Organizing a Training Program for Community Health Workers

1. Describe the characteristics of a good location for training community health workers

A training location should be accessible to the community and to the health center. The location should ideally be a covered area that is open for community members to observe and participate. The location should be a quiet place where participants can learn without being disturbed

The training location should not be too far from where the participants live. The location should have some arrangements for preparing food or should be near where community members can provide food. Adequate space in or near the location should be available for lodging, if necessary.

2. List three of the resources in the health center that can help in training community health workers.

a Health team.

b Training materials for community health workers

c People with health problems

3. Who are some of the people you should involve in organizing the training of community health workers?

a Community leaders

b Community members

c Health team members

d Community health workers

Teaching Plan 9

Supporting Community Health Workers

- OBJECTIVES**
1. Describe the role of the community, the mid-level health worker, and the health team in supporting community health workers.
 2. List the supplies that are needed to support community health workers.
 3. Describe how to help community leaders assess the performance of community health workers.
 4. Describe how to identify the continuing education needs of community health workers.
 5. Describe how to develop a continuing education plan and provide continuing education to community health workers.

METHODS Self-instruction, small group work, role-plays, presentations

MATERIALS Student Text - Unit 6

PREPARATION Tell the students to read Unit 6 in the Student Text, to answer the review questions, and to prepare for a discussion of Unit 6.

Prepare a presentation on the role of the community in supporting community health workers.

TIME: 3 hrs 50 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Lead a discussion of Unit 6 in the Student Text. | 20 min |
| 2. Divide the class into four groups. Tell two groups to work independently to prepare role-plays on | 15 min |

TIME

meeting with community leaders to identify methods for assessing the performance of community health workers. Tell the other two groups to work independently to prepare role-plays on meeting with community leaders to plan the continuing education of community health workers.

- | | |
|--|--------|
| 3. The first two groups present their role-plays. The other groups act as observers and evaluate the presentations. | 1 hr |
| 4. Lead a discussion of the role-plays. Summarize methods for assessing the performance of community health workers. | 15 min |
| 5. The other two groups present their role-plays. The rest of the class evaluates the presentations. | 1 hr |
| 6. Lead a discussion of the role-plays. Summarize how to plan continuing education for community health workers. | 10 min |
| 7. Make a presentation on the role of the community and the health team in supporting community health workers. Encourage the students to take part in discussion during the presentation. | 40 min |
| 8. The students summarize what they learned during the session and comment on how it may be used in their work. | 10 min |

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ANSWERS TO REVIEW QUESTIONS

Supporting Community Health Workers

1. Why should you involve community leaders in assessing community health workers?

Community health workers' performance depends on the support they get from community leaders and members. The community will support community health workers if they do what the community expects them to do. When community leaders are involved in assessing community health workers, they help to set the community health workers' goals to meet the needs of the community. Then you can train community health workers to do what the community expects them to do.

2. List some of the supplies needed to support community health workers.

Community health workers need community learning materials, medicines, and other necessary supplies to provide promotive, preventive, and simple curative services in the community.

3. Describe the role of the community members in supporting community health workers.

Community members provide the community health worker's compensation. They take part in the activities that the community health worker starts to improve the health of the community. Community members may also provide supplies and labor to carry out some of the activities.

4. Who can help you identify the continuing education needs of community health workers?

Community leaders and members

5. List three factors that can help you decide the continuing education needs of community health workers.

- a. *What community health workers have already learned*
- b. *The needs of the community*
- c. *The performance of community health workers*

Teaching Plan 10

Training and Supporting Community Health Workers; Community Phase

- OBJECTIVES**
1. Identify health needs for training community health workers based on the needs of the community.
 2. Discuss with community members the role of community health workers in primary health care.
 3. Help the community select a community health worker.
 4. Organize the training of community health workers.
 5. Train community health workers in promotive, preventive, and curative skills.
 6. Support community health workers in their work.

METHODS Six weeks of practical field experience in a community

MATERIALS Community health worker training materials

PREPARATION See the Student Guide in Unit 7 for entry level skills and knowledge. See the Training Process Manual for details on organizing and supervising community practice.

TIME: 6 weeks

LEARNING ACTIVITIES

1. Students follow-up on the community's interest in training and supporting a community health worker.

TIME

2. Students and community members select community health worker trainees and organize a training program.
3. Students use community health worker training materials to train community health workers in promotive, preventive, and curative skills.
4. Students make plans to follow-up community health worker training and provide guidance and support to community health workers.