



**MID-LEVEL
HEALTH WORKER
TRAINING MODULES**

**Instructor's
Manual**

Working with the Health Team

Working with Support Systems

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**WORKING WITH THE
HEALTH TEAM**

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The MEDEX Primary Health Care Series

**WORKING WITH
THE HEALTH TEAM**

Instructor's Manual

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SCHEDULE

WORKING WITH THE HEALTH TEAM

DAY 1	DAY 2	DAY 3	DAY 4
<p>Introduction to Working with the Health Team</p> <p>Teaching Plan 1: Broken Squares</p> <p>Teaching Plan 2: Explaining the Health Team Concept</p>	<p>Teaching Plan 5: Analyzing a Job</p>	<p>Teaching Plan 9: Supporting a Team Member</p>	<p>Teaching Plan 14: Assigning Work</p>
	<p>Teaching Plan 6: Motivating a Team Member</p> <p>Teaching Plan 7: Active Listening</p>	<p>Teaching Plan 10: Resolving Conflicts</p> <p>Teaching Plan 11: Assessing Attitudes about Team Members</p>	<p>Teaching Plan 15: Making a Weekly Work Schedule</p> <p>Teaching Plan 16: Evaluating Program and Team Performance</p>
<p>Teaching Plan 3: District Health Team Meeting</p> <p>Teaching Plan 4: Health Center Team Meeting</p>	<p>Teaching Plan 8: Training a Team Member</p>	<p>Teaching Plan 12: Problem Solving</p> <p>Teaching Plan 13: Planning Work as a Team</p>	<p>Teaching Plan 16: Evaluating Program and Team Performance</p>
			<p>Posttest</p>

Community phase: three months-- Teaching Plan 17:

Teaching Plan 1

Broken Squares

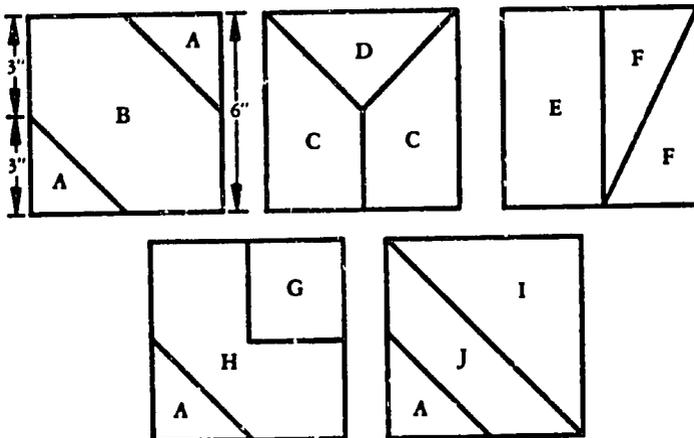
- OBJECTIVES**
1. Work as a member of a team.
 2. Explain what a team is and why team cooperation is important.

METHODS Team exercise, class discussion

MATERIALS Student Text - Unit 1, one set of Broken Squares pieces for each team of five students

PREPARATION Remind students to read the Student Text and answer the review questions. Read the answers to review questions and discussion notes before leading a discussion of Unit 1.

Prepare the Broken Squares game materials. Check these materials and put them into envelopes before the class begins. Make one complete set of Broken Squares for each group of five players. Each set of Broken Squares has fifteen pieces. Use the diagram and instructions below to make each set of six-inch by six-inch cardboard cards.



To make the broken squares, first cut the cardboard into six-inch squares. Draw lines on the squares making three pieces as shown in the diagram. Label the pieces as shown. Now, cut each square into its three pieces. All pieces marked with the same letter should be the same shape and size.

Now, number five envelopes one to five. Each envelope will contain specific pieces.

Put pieces lettered:	Into envelope numbered:
I, H, and E	1
A, A, A, and C	2
A and J	3
D and F	4
G, B, F, and C	5

Put the five envelopes into one large envelope. Each team will need one large envelope with five smaller envelopes inside.

TIME: 1 hr 45 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Introduce and explain the Task Analysis Table. | 15 min |
| 2. Begin Exercise 1, Broken Squares. Divide the class into teams of five. Assign a sixth person to each team to act as an observer. If you do not have enough students, ask other instructors to be observers. Introduce the exercise by explaining that the game they are about to play is a learning experience that will be discussed later. Pass one large envelope with the five smaller envelopes inside to each team. Tell the students, "Each member of your team has pieces of cardboard in an envelope. When I say 'begin,' form five perfect squares of equal size with the separate pieces. Your task will not be complete until each of you has in front of you a perfect square the same size as those before the other four players on your team. Here are the rules of the game: | 10 min |

TIME

Team members may not speak
 Team members may not signal others to give them a piece of paper
 Team members may, however, give pieces of paper to other players on their team
 You have twenty minutes to solve the puzzle
 The observer for each team will watch to be sure that team members observe these rules.”

Write these rules on a chalkboard or paper where everyone can read them.

3. Start the game. The observers must make sure that teams follow the rules while playing the game.

20 min

4. Lead a discussion about the exercise. Begin by discussing the exercise. Use these questions as a guide:

30 min

“Who was willing to give away pieces of the puzzle?”

“Did anyone finish his puzzle and then separate from the rest of the group?”

“Did anyone struggle with the pieces but refuse to give any or all of them away?”

“Was anyone in the group frustrated?”

“Did the group begin to cooperate at any critical point?”

“Did anyone try to break the rules by talking or pointing?”

Ask the observers to comment on each of these questions.

Discuss the lessons about teamwork learned during this exercise. How did students feel when someone could not do his job? Did anyone get angry? Did any student make his own square and then turn away, content with his work? Did anyone try to understand other team members' problems and help them with their task?

These questions will help bring out lessons learned from this exercise:

“Is the problem a collection of individual problems or is it a group problem?”

A group problem

“Is the problem solved if three of the five finish their work?” *No*

“Is helping others work on their problem important?” *Very important*

“What happens if you ignore another person’s problem?” *The group fails and therefore you fail*

“What happens if you do not share your pieces with others?” *The group fails*

“How do you think a team member feels when you get angry and show you are not pleased?” *Hurt, unhappy, and possibly embarrassed*

“What happens to the team when one person finishes and stops working on the team problem?” *The team is handicapped by the loss of a member*

Now relate the discussion of teamwork to the health team. Discuss how each member of a team must understand the problems of other members if he wants to solve his own problem. Discuss the need for cooperation. Point out that team cooperation depends on each member of the group understanding the:

Objectives of the health team

Organization of the health team

Rules of the health team

This discussion leads into a discussion of the review questions for Unit 1, the next learning activity in this unit.

5. Use the review questions to lead a class discussion of the Student Text.

30 min

ANSWERS TO REVIEW QUESTIONS

Working With a Team

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

DISCUSSION NOTE: Briefly discuss with students that

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

These team characteristics are important because in later units of this module, students will learn that their health center teams must have objectives, must be organized, and must follow ministry of health rules.

2. TRUE (T) or FALSE (F)

T A team has an objective.

F Only the leader of a good team knows the team's objectives.

F Each team member should concentrate on doing his job well and let the team leader worry about how his teammates are doing their jobs.

F The team leader is the most important member of a team.

T Teams have leaders because they need someone to coordinate the work of the team.

3. The key to success for any team is team cooperation.

DISCUSSION NOTE: Teams need clear objectives and good leadership to ensure cooperation.

4. Describe a health team in your own words.

A health team is a group of people who work together to promote better health in a community.

5. Why is a team used to deliver primary health care services?

Primary health care services require too much work and too many skills for one person. Only a team has the time and the skills to provide all the services needed.

DISCUSSION NOTE: Discuss the levels of clinical, community, and management skills needed for primary health care. Also discuss where these skills are needed: in health centers, district hospitals, schools, and communities. A team is used to deliver primary health care services, to provide all the skills needed, and to provide the services in many settings.

Teaching Plan 2

Explaining the Health Team Concept

OBJECTIVE	Explain what a health team is and how a health team works.
METHODS	Role-play, discussions in groups and in class
MATERIALS	Student Text - Unit 1, worksheet for observer, paper, pencil
PREPARATION	Prepare copies of the worksheet

TIME: 1 hr

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Begin Exercise 2, Explaining the Health Team Concept. Tell students to write an outline of the points they are going to cover when they explain the team concept during the role-play. Encourage students to use the Student Text - Unit 1 when preparing this outline. | 15 min |
| 2. Divide the class into groups of three. Do the role-play three times in each group so that each member of the group has an opportunity to play all three roles. During the role-plays, circulate among the groups and listen to the discussions. Do not interrupt the role-plays, but observe how students are playing their roles. You will be able to use your observations during the class discussion after the role-plays are completed. | 30 min |
| 3. Reassemble the class. Ask students to summarize what they learned about the team concept in Unit 1. Discuss the information presented in the Student Text - Unit 1. Be sure that students understand that one day they will be called on to explain team concepts to the staff at the health center where they are posted. | 15 min |

OBSERVER'S WORKSHEET FOR EXERCISE 2

Explaining the Health Team Concept

1. Did the mid-level health worker seem to believe in the health team concept?
2. How complete was the explanation of the health team concept?
3. Did the mid-level health worker make the new auxiliary nurse feel at ease and comfortable?
4. Did the mid-level health worker give the auxiliary nurse enough time and opportunity to ask questions?
5. Did the mid-level health worker give the auxiliary nurse an opportunity to explain her ideas of a health team?
6. What other comments do you have?

Teaching Plan 3

District Health Team Meeting

OBJECTIVES	<ol style="list-style-type: none">1. Explain the organization and services of the primary health care system.2. Describe the responsibilities of district health team members.
METHODS	Written exercise, role-play, class discussion
MATERIALS	Student Text - Unit 2, Operations manual - Section 10, list of five community health problems identified by students during a community assessment, worksheet
PREPARATION	Remind the students to read the Operations manual Section 10, and the Student Text - Unit 2, and answer the review questions. Read the answers to the review questions and the discussion notes before leading a class discussion of the text. Prepare copies of the handout and worksheet for the exercise.

TIME: 2 hrs 15 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| <ol style="list-style-type: none">1. Use the review questions to lead a class discussion of the Operations manual and the Student Text. | 45 min |
| <ol style="list-style-type: none">2. Begin Exercise 3, District Health Team Meeting. Divide the class into groups of five. Tell students to choose one of the five roles in the exercise and give each student a copy of the handout and worksheet. | 5 min |

	<u>TIME</u>
3. Tell each student to review the job description for his role in the Operations manual and then to fill in Column 1 of the worksheet. Students work alone during this part of the exercise.	25 min
4. Follow role-play instructions in the Student Text.	25 min
5. Reassemble the class. Ask groups to compare the responsibilities they assigned to team members. Lead a class discussion of the roles and responsibilities of district health team members.	35 min

ANSWERS TO REVIEW QUESTIONS

Health Teams

1. Name the three health teams that you will belong to.
 - a. *District health team*
 - b. *Health center team*
 - c. *Community health team*

DISCUSSION NOTE: Discuss each of the health teams. Focus on the role of the mid-level health worker. Make sure students understand that all three of the teams work together and share resources.

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

Level4: *Central*
Level3: *District*
Level2: *Health center*
Level1: *Community*

DISCUSSION NOTE: Discuss how the four levels work together, especially in patient referrals. Emphasize that each level plays an equal role in the primary health care system. Students should understand, for example, that Level 4 is not more important than Level 1. Question 3 helps to reinforce the information discussed here.

3. TRUE (T) or FALSE (F)

 T A specialty hospital normally admits only referred patients.

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

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

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

4. A visitor from abroad asks you to describe the national primary health care services provided in your country. What six primary health care services would you tell him your country provides?

- a. *Immunization*
- b. *Communicable disease control*
- c. *Environmental health*
- d. *Maternal and child health*
- e. *Health education*
- f. *Patient care*

DISCUSSION NOTE: Students should understand how these services are organized, what resources are allocated to each service, how these services are provided at the health center, and the role of the mid-level health worker and the health center team in providing these services.

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

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

DISCUSSION NOTE: Successful mid-level health workers must know the duties and responsibilities of all district health team and health center team members.

HANDOUT FOR EXERCISE 3

District Health Team Meeting

Community health problems identified by students during their community assessment.

1.

2.

3.

4.

5.

NOTE TO INSTRUCTOR: Prepare this handout by listing five community health problems identified by students during their community assessment. Select general problems, such as malnutrition, poor water supply, inadequate health services, poor sanitation, and high infant mortality.

WORKSHEET FOR EXERCISE 3
District Health Team Meeting

Column 1 YOUR RESPONSIBILITIES	Column 2 RESPONSIBILITIES ASSIGNED TO YOU
Problem 1:	
Problem 2:	
Problem 3:	
Problem 4:	
Problem 5:	

Teaching Plan 4

Health Center Team Meeting

OBJECTIVE	Describe the job responsibilities of the health center team and how team members can help one another.
METHODS	Written exercise, role-play, class discussion
MATERIALS	Operations manual - Section 10, worksheet
PREPARATION	Prepare copies of the worksheet

TIME: 1 hr 45 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Begin Exercise 4, Health Center Team Meeting. Divide the class into groups of six. Tell students to choose one of the six roles. Give each student a copy of the worksheet. | 5 min |
| 2. Tell each student to review the job descriptions for his role and the roles of the other team members in the Operations manual. Then students complete the worksheet. Students work alone for this part of the exercise. | 25 min |
| 3. Follow role-play instructions in the Student Text. | 30 min |
| 4. Reassemble the class. Discuss the job responsibilities of health center team members and how team members can help one another. Emphasize team cooperation and how team members must go beyond their own formal job descriptions and help other team members. For example, you might ask all the students who played the cleaner role to explain how they could help other team members. Do this for each of the roles. Sum- | 30 min |

	TIME
<p>marize the exercise by focusing on the role and responsibilities of the mid-level health worker.</p> <p>5. Ask students to summarize what they have learned in this unit and how they plan to use it in their work.</p>	<p>15 min</p>

WORKSHEET FOR EXERCISE 4
Health Center Team Meeting

1. My official job responsibilities are:

2. I can help team members in other ways by:

Teaching Plan 5

Analyzing a Job

- OBJECTIVES**
1. Explain the importance of management skills and a positive attitude.
 2. Analyze work from a manager's point of view.
- METHODS** Written exercise, discussion in class and in small groups
- MATERIALS** Student Text - Unit 3, Operations manual - Section 11, Worksheets A and B for Exercise 5
- PREPARATION** Remind students to study the Operations manual - Section 11, read the Student Text, and answer the review questions. Read the answers to the review questions and the discussion notes before discussing Unit 3.
- Prepare copies of the worksheets for the exercise.

TIME: 3 hrs 15 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Begin Exercise 5, Analyzing a Job. Explain Step 1. Ask students to complete worksheet A by thinking back to their last job before entering mid-level health worker training. Worksheet A is a list of four problems that students encountered in their previous jobs. The problems are ranked by their importance. | 25 min |
| 2. Ask students to put worksheet A aside. Use the review questions to lead a discussion of Unit 3 and Section 11 of the Operations manual. | 1 hr |
| 3. Return to Exercise 5. Ask students to use worksheet B to analyze the four problems they | 35 min |

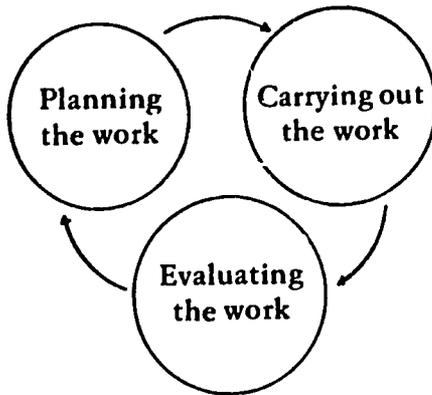
TIME

<p>listed on worksheet A. Tell students to analyze the problems in terms of the management concepts presented in Unit 3. For example, if a student indicates that his previous job lacked planning, he should explain what he means. Was the lack of planning a failure to set objectives, a failure to consider alternatives, or a failure to decide how the work was going to be done? Urge students to use the information in Section 11 of their Operations manual as a guide to analyzing the problems.</p>	
<p>4. Divide the class into groups of three to four students. Tell students to discuss the problems on their worksheets according to instructions in the Student Text.</p>	30 min
<p>5. Reassemble the class. Discuss this exercise. Select several students to report on what happened in their group. Did students disagree about the analyses of certain problems? Was the problem caused by a lack of a positive attitude, or the failure to plan, carry out, or evaluate the work?</p> <p>The students probably have never thought of themselves as managers, or analyzed problems from a manager's point of view. This exercise will help them develop a management perspective which they will use in analyzing problems at their health centers when they are mid-level health workers. Be sure that students understand the importance of a management perspective and how it is useful to them.</p>	30 min
<p>6. Ask students to summarize what they have learned in this unit and how they plan to use it in their work.</p>	15 min

ANSWERS TO REVIEW QUESTIONS

Managing a Health Center

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



DISCUSSION NOTE: After studying this unit, students will have a tendency to see management as a clearly defined Step 1 - Step 2 - Step 3 process. While this may be true in theory, it is rarely true in practice. Instead of discussing management as a simple step-by-step formula, emphasize that in a well functioning health center, planning, carrying out, and evaluating go on continuously and simultaneously. When planning a project, for example, the mid-level health worker must also be thinking about carrying out and evaluating that project. In the same way, a team member who is carrying out a task must also be thinking about how it was planned and how it will be evaluated. If students are to understand the management process, they must understand the relationships of planning, carrying out, and evaluating work.

2. TRUE (T) or FALSE (F)

F Some mid-level health workers do not need to be managers.

T Every person has some management skill.

F Management skills will make a mid-level health worker's job more difficult during the first year.

T Management skills improve with practice.

DISCUSSION NOTE: Discuss why a mid-level health worker needs to be a manager and why he needs management training. Make sure students understand how management can help them in their work.

3. Planning is the foundation of good management.

DISCUSSION NOTE: Questions 3 and 4 deal with planning. When covering this topic in class, discuss each of the three steps in planning as outlined in Section 11.2 of the Operations manual. Emphasize the close relationship of planning, carrying out, and evaluating work.

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

- a. *Identify health needs*
- b. *Identify health activities to meet the health needs*
- c. *Select the best activities*
- d. *Decide how to carry out the activities*

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

- a. *Assemble your resources*
- b. *Protect and conserve your resources*
- c. *Use your resources*

DISCUSSION NOTE: Questions 5 and 6 deal with carrying out work. When covering this topic in class, discuss the three steps outlined in Section 11.3 of the Operations manual. Carrying out work involves handling resources. Students may focus on material resources and overlook human resources. Make sure students focus on both. Repeat once again the close relationship of planning, carrying out, and evaluating work.

6. Resources are the people and materials available to do a task.

7. What four steps should you take to evaluate the work you do?

- a. *Gather information*
- b. *Analyze information*
- c. *Identify needed improvements*
- d. *Take corrective action*

DISCUSSION NOTE: Questions 7, 8, and 9 deal with evaluating work. When covering this topic in class, discuss the four steps outlined in Section 11.4 of the Operations manual. Focus on the second step, analyzing information. Analysis is a difficult skill to teach. Skill in analysis comes with practice and experience. Make sure students understand that their ability to analyze information will improve with practice. Also, focus on why evaluation is necessary to improve performance and why it should not be overlooked. Emphasize once again the link between evaluating, planning, and carrying out work and how all must be done continuously and simultaneously.

8. Why is evaluation necessary?

Evaluation gives you a way to improve your work and the work of the health team.

9. Evaluating work requires good judgement. Good judgement comes with practice and experience

10. TRUE (T) or FALSE (F)

T Mid-level health workers with a positive attitude are likely to be considerate of patients.

F A positive attitude is not an essential part of successful management.

F Once a mid-level health worker develops a positive attitude, it never wavers.

T A mid-level health worker's positive attitude influences team members in a positive way.

F A mid-level health worker with a positive attitude is usually uncertain about the value or success of his work.

DISCUSSION NOTE: Make sure students understand that a positive attitude is important to their success. A positive attitude affects everything they do, including studying, treating patients, or taking

part in a village health committee meeting. Ask students how they feel when they meet someone who is happy and optimistic and how they feel when they meet someone who is sad and pessimistic. Point out that attitudes are contagious. A positive attitude will spread through a health team and into the community. Urge students to begin immediately to develop a positive attitude. It will help make them successful students now and successful mid-level health workers later.

WORKSHEET A FOR EXERCISE 5

Analyzing a Job

Think back to your last job. In your own words, describe the title of your job and its purpose or objective.

The job title was

The job objective was

In each space below, write one problem or difficulty that delayed or prevented you from meeting the objective of your job.

RANK OF
IMPORTANCE

- | | |
|----------|-----------------------|
| 1. _____ | <input type="radio"/> |
| 2. _____ | <input type="radio"/> |
| 3. _____ | <input type="radio"/> |
| 4. _____ | <input type="radio"/> |

How do you rank the importance of these four problems? Rank them 1, 2, 3, or 4, with 4 the least important problem. Write the number in the circle.

WORKSHEET B FOR EXERCISE 5

Analyzing a Job

33

* PROBLEM RANK	PROBLEMS FOR WHICH OTHERS WERE RESPONSIBLE	PROBLEMS FOR WHICH YOU WERE RESPONSIBLE
①	<input type="checkbox"/> Positive attitude EXPLAIN: <input type="checkbox"/> Planning work <input type="checkbox"/> Carrying out work <input type="checkbox"/> Evaluating work	<input type="checkbox"/> Positive attitude EXPLAIN: <input type="checkbox"/> Planning work <input type="checkbox"/> Carrying out work <input type="checkbox"/> Evaluating work
②	<input type="checkbox"/> Positive attitude EXPLAIN: <input type="checkbox"/> Planning work <input type="checkbox"/> Carrying out work <input type="checkbox"/> Evaluating work	<input type="checkbox"/> Positive attitude EXPLAIN: <input type="checkbox"/> Planning work <input type="checkbox"/> Carrying out work <input type="checkbox"/> Evaluating work
③	<input type="checkbox"/> Positive attitude EXPLAIN: <input type="checkbox"/> Planning work <input type="checkbox"/> Carrying out work <input type="checkbox"/> Evaluating work	<input type="checkbox"/> Positive attitude EXPLAIN: <input type="checkbox"/> Planning work <input type="checkbox"/> Carrying out work <input type="checkbox"/> Evaluating work
④	<input type="checkbox"/> Positive attitude EXPLAIN: <input type="checkbox"/> Planning work <input type="checkbox"/> Carrying out work <input type="checkbox"/> Evaluating work	<input type="checkbox"/> Positive attitude EXPLAIN: <input type="checkbox"/> Planning work <input type="checkbox"/> Carrying out work <input type="checkbox"/> Evaluating work

* The circled numbers in this column correspond to the numbers on Worksheet A of this exercise.

Teaching Plan 6

Motivating a Team Member

OBJECTIVES	<ol style="list-style-type: none">1. Demonstrate how to conduct a motivational interview.2. Demonstrate leadership skills in motivating and communicating with team members.
METHODS	Role-play, small group discussion, class discussion
MATERIALS	Student Text - Unit 4, Observer's Worksheet for Exercise 6
PREPARATION	Remind the students to read the Student Text and answer the review questions. Read the answers to the review questions and the discussion notes before discussing Unit 4. Prepare copies of the worksheet.

TIME: 2 hrs

LEARNING ACTIVITIES

1. Use the review questions to lead a discussion of the Student Text.	1 hr
2. Begin Exercise 6, Motivating a Team Member. Divide the class into groups of three. Tell students to select their roles, then begin the role-play. Tell students in the roles of observer to write their notes on the worksheet.	15 min
3. Ask the observer in each group to discuss his observations with the members of his group.	15 min
4. Reassemble the class. This exercise allows students to practice what they learned in Unit 4 about motivating team members. Ask students	30 min

TIME

who took the observer's role to report on how the mid-level health workers in their group tried to motivate the midwife. You may want to use the questions on the observers' worksheets to stimulate class discussion. Discuss the five ways to motivate people presented in the Student Text. Be sure that students understand that they will one day need to motivate team members at the health center where they are posted.

ANSWERS TO REVIEW QUESTIONS

Supervising a Health Team

1. TRUE (T) or FALSE (F)

T A manager supervises people.

T A supervisor helps people do their work.

T A person can learn to be a leader in the same way he can learn other skills.

DISCUSSION NOTE: First, discuss the relationship between management and supervision. Relate supervision to the management material in Unit 3. Second, emphasize that a supervisor's role is to help team members, not to punish. Third, relate supervision to leadership. A supervisor must be a leader.

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

a. *Formal authority is given to a leader.*

b. *Earned authority is earned by doing a job well.*

DISCUSSION NOTE: Focus the discussion on earned authority, because this is the area where students need to learn skills. A mid-level health worker must have earned authority in order to be an effective team leader.

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

a. *Communicating with team members*

b. *Motivating and supporting team members*

c. *Disciplining team members*

d. *Training team members*

e. *Resolving conflicts among team members*

4. TRUE (T) or FALSE (F)

When communicating with team members

- F Ignore their moods and concentrate on explaining the message clearly.
- T Ask questions to make sure your message is being understood.
- F Explain clearly what needs to be done, but do not waste time explaining work assignments to team members.
- T Listen carefully to suggestions offered by team members.
- F Do not allow interruptions when you are speaking, because this causes confusion and wastes time.

DISCUSSION NOTE: These True-False questions are based on the communication guidelines in Section 4.2 in the Student Text. Review those guidelines with the class. Tell students that they will learn more about communication procedures in the Working with Support Systems module. You might add that the large amount of time spent on communication in this training course is a good indication of how important communication is to a mid-level health worker.

5. Motivation is a desire to do a job .

DISCUSSION NOTE: Relate motivation to what the students learned about a positive attitude in Unit 3.

6. You have noticed that your health center team seems to be working without the interest it used to have. How could you motivate team members? Describe five ways.
- Set a good example.
 - Reward good work and help correct poor work.
 - Make people feel they are doing an important job.
 - Make people feel they are taking part in team decisions.
 - Give people new knowledge, skills, and responsibilities.

DISCUSSION NOTE: Ask students to give examples of each of the five categories. Discuss each category.

7. Explain positive discipline.

A supervisor uses positive discipline when he corrects a person's bad behavior instead of punishing the person.

DISCUSSION NOTE: Discipline is difficult for most supervisors because it is unpleasant. Supervisors often ignore disciplinary problems because they do not like to deal with them. Explain to students that allowing a team member to get away with wrongdoing invites further wrongdoing.

Discipline should be used only under serious circumstances. It almost always causes bad feelings and a poor attitude. Discuss the guidelines for disciplining team members. Ask students to give examples of how their previous supervisors handled disciplinary problems.

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

Step 1 - *Demonstrate the skill*

Step 2 - *Practice the skill*

Step 3 - *Test the skill*

DISCUSSION NOTE: Tell students that the training method in this mid-level health worker course is the same method they should use to train team members. Therefore, students can learn to be trainers by observing how they are taught. Discuss the close relationships among training, motivation, and communication.

9. TRUE (T) or FALSE (F)

 T Training team members on an informal, daily basis is a supervisor's responsibility.

 F The best way for a supervisor to teach skills is to explain them very carefully to team members.

 F If a supervisor is good, he can teach his team new skills quickly.

DISCUSSION NOTE: First, emphasize that when students become mid-level health workers, they will train most team members on an informal, daily basis rather than in special training sessions. This daily supervision and training is important to motivate team members and upgrade their skills.

Second, make sure students understand that team members learn skills by doing them, not through explanations.

Third, learning new skills takes time. A supervisor must be patient. How quickly team members learn new skills is not as important as how well they learn their skills.

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

Keep the team functioning well

DISCUSSION NOTE: Point out that a certain amount of conflict within groups is natural, and that conflict can have positive effects. Conflicts that are not resolved eventually reduce team effectiveness. Discuss the relationships among resolving conflict, communication, and motivation.

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

- a. *Lack of resources*
- b. *Poor planning*
- c. *Badly organized work place*
- d. *Personality conflicts*

DISCUSSION NOTE: Students may give answers other than those listed above that are also correct. Discuss the four causes of conflict and give specific examples of each. Ask students to give examples from their previous jobs.

OBSERVER'S WORKSHEET FOR EXERCISE 6

Motivating a Team Member

The observer should use these guides in taking notes during the interview.

1. Did the mid-level health workers use one-way or two-way communication during the interview? Give examples.

2. Describe the midwife's attitude when the interview began.

Describe the midwife's attitude when the interview ended.

3. What was the atmosphere of the interview? Why?

4. Did the mid-level health worker succeed in motivating the midwife? If yes, how did the mid-level health worker do it?

5. How could the mid-level health worker have improved this interview? How would you have conducted this interview?

Teaching Plan 7

Active Listening

OBJECTIVES	<ol style="list-style-type: none"> 1. Demonstrate how to listen actively. 2. Demonstrate leadership skills in communicating with team members.
METHODS	Role-plays in small groups, class discussion
MATERIAL	Student Text

TIME 1 hr

LEARNING ACTIVITIES

- | | |
|--|--------|
| <ol style="list-style-type: none"> 1. Begin Exercise 7, Active Listening. Divide the class into groups of three. Tell students to select their roles, then begin the role-play. The role-play should be repeated three times in each group so each student can play all three roles. Remind the speakers that they should not take more than a minute or so to decide what they will say. Otherwise, the groups will not complete this part of the exercise during the time allowed. | 35 min |
| <ol style="list-style-type: none"> 2. Reassemble the class. This exercise allows students to practice active listening. Discuss first the difficulties students had when playing the role of a listener. To stimulate discussion, ask the class these questions: <ul style="list-style-type: none"> “Was the speaker too fast or too slow?” “Could you remember everything the speaker said?” “Was the information well organized or was it confusing?” “Did you disagree with what the speaker said?” | 25 min |

Did that affect how you heard what the speaker said?"

"Did you stop listening at any time and miss some ideas?"

"Did your active listening skills improve during the second and third role-plays?"

Now focus the discussion briefly on problems the students had when playing the role of a speaker. Ask the class these types of questions:

"Were you organized? Did your presentation follow a pattern that was easy to understand?"

"Did you repeat your ideas?"

"Did you go slowly for difficult ideas and fast for easier ideas?"

"Did you know if the listener understood you?"

This last question leads to a discussion of two-way communication. This exercise was an example of one-way communication because the listener could not interrupt the speaker or ask questions. Be sure that students understand that team leaders must be both good speakers and good listeners, and that both these skills improve with practice.

Teaching Plan 8

Training a Team Member

OBJECTIVES	1. Train a person to perform a simple skill. 2. Demonstrate leadership skills in training a team member.
METHODS	Training exercise in small groups, class discussion
MATERIALS	Paper and pencil, chalkboard

TIME: 1 hr

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Begin Exercise 8, Training a Team Member.
Divide the class into pairs. Ask students to learn to duplicate their partner's signature. Circulate among the groups and observe how the training is being done, but do not interrupt. You will be able to use your observations during the class discussion. | 20 min |
| 2. Reassemble the class. This exercise allows students to practice using the three-step training method discussed in the Student Text. Ask several pairs of students to demonstrate on the chalkboard how well they can duplicate each other's signatures. Focus the discussion first on difficulties the students had as trainees. Ask the class these questions:
"Did the trainer demonstrate his signature and then encourage you to practice?"
"Did the trainer give you enough time to practice before testing?"
"Was the trainer helpful or critical? Relaxed or tense? Patient or impatient? How did this affect your ability to learn?" | 40 min |

Now, discuss the problems students had as trainers. Ask the class these types of questions:

“Did you follow the three-step training method outlined in the Student Text?”

“Was the trainee slow to learn or quick to learn? Interested or uninterested in the exercise? Relaxed or tense? How did this affect your job as a trainer?”

In summarizing this exercise, emphasize the close relationship between training and communication. Also mention that training motivates team members. Be sure that students understand that team leaders must be good trainers and that one day they will need to teach team members many of the skills they are now learning in this course.

Teaching Plan 9

Supporting a Team Member

OBJECTIVES	<ol style="list-style-type: none">1. Support team members by speaking on their behalf.2. Communicate effectively with a supervisor.3. Demonstrate leadership skills by supporting team members.
METHODS	Role-play, small group discussion, class discussion
MATERIALS	Observer's worksheet
PREPARATION	Make copies of the worksheet for each observer.

TIME 1 hr

LEARNING ACTIVITIES

1. Begin Exercise 9, Supporting a Team Member. Divide the class into groups of four. Tell students to select their roles, then begin the role-play. Allow groups fifteen minutes to complete the role-play and the observer's follow-up report. Then repeat the role-play to give students a chance to play different roles.
2. Reassemble the class. This exercise allows students to use what they learned about supporting team members. Ask several observers to report on how the mid-level health workers in their groups conducted the interview with the district health officer. Use the questions on the observer's worksheet for class discussion. Be sure that students understand that in this type of situation, the mid-level health workers must support the community health worker. Discuss how this kind of support motivates team members.

30 min

30 min

TIME

In summarizing this exercise, emphasize the close relationships among support, motivation, and communication. Be sure that students understand that a supervisor must support team members. It is one way that they can earn authority and leadership.

OBSERVER'S WORKSHEET FOR EXERCISE 9

Supporting a Team Member

1. Describe the atmosphere of the interview.
2. Describe the attitude of the mid-level health worker.
3. Note whether the mid-level health worker stated the problem clearly. If he did not, explain.
4. Note whether the mid-level health worker's arguments were convincing. Explain.
5. Note whether the mid-level health worker showed an understanding of the district health officer's position. Explain.
6. Note whether the mid-level health worker demonstrated support for the community health worker. How?
7. Describe how the mid-level health worker could have improved this interview. Describe how you would have conducted this interview.

Teaching Plan 10

Resolving Conflicts

OBJECTIVES

1. Resolve conflicts among health team members.
2. Communicate effectively with team members.
3. Demonstrate leadership skills in resolving conflicts among team members.

METHODS Written exercise, role-play, class discussion

MATERIALS Worksheet

PREPARATION Prepare copies of the worksheet

TIME: 1 hr 15 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Begin Exercise 10, Resolving Conflicts. Ask the students to answer the questions on the worksheet. This part of the exercise makes students think about the conflict situation before the role-play. | 15 min |
| 2. Divide the class into groups of three. Tell students to select their roles, then begin the role-play. | 20 min |
| 3. Reassemble the class. Ask students from different groups to report to the class how their group resolved the conflict. Use the questions on the worksheet for class discussion. | 25 min |
| Ask students to compare the solutions on their worksheets with solutions that emerged from the role-plays. Which solutions are better? In summarizing this exercise, emphasize the close relationship between resolving conflicts and communication. Point out that resolving conflicts is one way of motivating and supporting team members. Be sure that students understand that a | 15 min |

TIME

team leader must resolve conflicts before they interfere with the functioning of a health team.

4. Ask students to summarize what they have learned in this unit and how they plan to use it in their work.

WORKSHEET FOR EXERCISE 10
Resolving Conflicts

Who is in conflict?

What is the cause of the conflict?

How would you resolve this conflict?

What might happen if this conflict is not resolved?

Teaching Plan 11

Assessing Attitudes about Team Members

OBJECTIVE	Describe your attitudes toward health team members and how attitudes affect a team's ability to solve problems.
METHODS	Written exercise, small group discussion, class discussion
MATERIALS	Student Text - Unit 5; worksheet
PREPARATION	Remind the students to read the Student Text and answer the review questions. Read the answers to review questions and the discussion notes before leading a class discussion of the text.

TIME: 1 hr 30 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Use the review questions to lead a class discussion of the Student Text. | 30 min |
| 2. Ask students to complete the worksheet. If the students' written responses are quick and spontaneous, they are more likely to reveal their true attitudes. Therefore, do not allow more than five minutes for actually filling out the worksheet. | 10 min |
| 3. Divide the class into groups of four or five persons. Ask each group to list five words for each health team member listed on the worksheet. Students should compare worksheets and examine their attitudes toward these categories of health workers. | 30 min |
| 4. Reassemble the class. Ask group spokesmen to report on the word lists developed by their groups. | 20 min |

Lead a class discussion of a supervisor's attitudes and how they affect a team's ability to solve problems. Point out that all team members have valuable ideas and opinions. For example, the cleaner and guard may be residents of the local community and know much about the resources available in the community. They may also know more about the social structure of the community than the mid-level health worker. Emphasize that a team leader must have a positive, open, and respectful attitude toward team members if he wishes them to participate in team problem solving.

ANSWERS TO REVIEW QUESTIONS

Team Problem Solving

1. A problem occurs when:

You have a need that is not being met.

2. Why does a mid-level health worker see problems in a community that the members of the community may not see?

Because of the mid-level health worker's training.

DISCUSSION NOTE: Problems are not problems until they are recognized by the people involved. Students must understand that one of their major responsibilities as mid-level health workers is to help people recognize health problems. Relate this to what students learned in their community assessment experience. Also relate it to supervision and helping health team members to recognize problems.

3. Briefly explain each of the four steps in solving a problem.

Step 1: Understand the problem. Collect all the facts so that you understand the problem and its causes.

Step 2: Identify solutions. Look at all the possible solutions to the problem. Consider the resources available to you.

Step 3: Select the best solution. The best solution is usually the one that solves the problem with the fewest resources in the shortest time.

Step 4: Take action. Take action to solve the problem. Follow-up to make sure the problem has been solved.

4. TRUE (T) or FALSE (F)

F Emergency problems can best be solved by a team.

T Team members will take part in solving problems if the mid-level health worker respects their opinions.

T Team problem solving requires good two-way communication.

- F Differences of opinion cause conflicts and should be avoided.
- T The results of team problem solving are better than the results of individual problem solving.

5. List two reasons why a mid-level health worker should involve the health team in problem solving.
- He needs the ideas and experience of team members to define the problem and identify solutions.*
 - He needs the active support of team members to solve the problem. The best way to win a team's support is to involve members in problem solving.*

DISCUSSION NOTE: Team problem solving is more time consuming, but the results are better. Emphasize the importance of the mid-level health worker's attitude toward team members in determining how well the team approach works. A mid-level health worker must value and respect the ideas, opinions, and abilities of team members if he wants them to take part in problem solving.

WORKSHEET FOR EXERCISE 11

Assessing Attitudes about Team Members

Complete the statements below by listing five words describing each health team member. For example, district health officers are: "overworked, serious, helpful, stubborn, responsible." Write the first words you think of. Do not take a long time to write your answers. You have five minutes to complete this worksheet. Spend about one minute on each list.

Mid-level health workers are:

Auxiliary nurses are:

Midwives are:

Community health workers are:

Cleaners are:

Guards are:

- | | | | | | | |
|----|-------|-------|-------|-------|-------|-------|
| 1. | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ | _____ | _____ |

Teaching Plan 12

Problem Solving

- OBJECTIVES**
1. Demonstrate how to solve problems, working alone and as a member of a team.
 2. Demonstrate the advantages of solving a problem with a team over solving a problem alone.
- METHODS** Written exercise, small group discussion, class discussion
- MATERIALS** Problem descriptions, worksheet
- PREPARATION** Prepare copies of the worksheet.

TIME: 1 hr 45 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Introduce and explain the problem solving exercise. | 5 min |
| 2. Read Problem 1 twice. Read it the first time at normal speed. Read it the second time more slowly so students can take notes on their worksheets. Then give students six or seven minutes to define the problem and think of a solution. After the students finish Problem 1, repeat the procedure for Problem 2. | 20 min |
| 3. Divide the class into groups of four. Ask each group to agree on one solution for each of the problems. The group discussion will give students an opportunity to compare solutions and develop group solutions. | 30 min |
| 4. Reassemble the class. Select several students to compare their solutions with their group's solutions to the problems. The advantages of | 35 min |

TIME

working in a group to solve a problem should be obvious. A group has more people, which means more ideas and better solutions. Point out that in each of the situations described in this exercise, the mid-level health worker could easily have made a decision without consulting the team. But by involving the team, the mid-level health worker would get more ideas and probably a better solution.

5. Ask students to summarize what they have learned in this unit and how they plan to use it in their work.

15 min

WORKSHEET FOR EXERCISE 12

Problem Solving

Problem 1

Write your notes on the problem here:
Define the problem:
How would you solve this problem?
How would the group solve this problem?

Problem 2

Write your notes on the problem here:
Define the problem:
How would you solve this problem?
How would the group solve this problem?

PROBLEM DESCRIPTIONS FOR EXERCISE 12

Problem Solving

Read these situations aloud to the full class. Read them twice, first at normal speed, then slowly. The first is a complaint to a mid-level health worker by a frustrated health team member. The second is a problem encountered by a mid-level health worker in a village.

PROBLEM 1

A mid-level health worker returns to his health center in the late afternoon and finds a frustrated team member waiting with this complaint.

“While you were away working with the community health worker in Koasa last Tuesday and in Ha Pela last Thursday, sick people were arriving at the health center and waiting for you to return. Now again many people are waiting to see you late in the afternoon. They have been waiting many hours for your return. They have nothing to eat. We cannot feed these people here at the health center. They have stayed too late to return to their distant villages this evening. They must stay overnight. What can we do about this?”

PROBLEM 2

While working in the village at Pamolong with the community health worker, you visit a family to check on a reported case of typhoid. After checking the case, you notice a child with a very large boil on his head and another child with a swollen arm. You discuss these problems with the pregnant mother, but then the father arrives. The father says that the children will be fine. He says they do not need your help. He then asks you to leave the house. What should you do?

Teaching Plan 13

Planning Work as a Team

OBJECTIVES	<ol style="list-style-type: none">1. Demonstrate how to plan work as a member of a health team.2. Explain the effect of team involvement in planning work.
METHODS	Role-plays, class discussion
MATERIALS	Student Text - Unit 6
PREPARATION	Remind students to read the Student Text and answer the review questions. Read the answers to the review questions and the discussion notes before leading a class discussion.

TIME 1 hr 45 min

LEARNING ACTIVITIES

1. Use the review questions to lead a class discussion of the Student Text.	30 min
2. Begin Exercise 13, Planning Work as a Team. Select five students to take part in the first role-play. The rest of the class will observe the role-play. Allow the students five minutes to review their roles and decide how they are going to play them. Then begin the role-play.	20 min
3. After the first role-play, select another five students to take part in the second role-play. Again, the rest of the class will act as observers. Allow the students five minutes to review their roles. Then begin the role-play.	25 min
4. Reassemble the class. This exercise will demonstrate the effect of team involvement in planning	30 min

TIME

work. Compare the two role-plays, especially the attitude of the mid-level health worker. It takes more time to plan work when the team is involved, but the results are much better. The team is motivated and the work gets done. Make sure that students understand that they will need to plan work with their health team.

ANSWERS TO REVIEW QUESTIONS

Team Work Plans and Schedules

1. Work plans are:

Lists of what work you want to do and how you plan to do it.

Work schedules are:

Tools that tell you who will do the work and when they will do it.

DISCUSSION NOTE: Make sure students understand the relationship between a work plan and a work schedule. Emphasize that schedules are tools to help a mid-level health worker make sure that all the work gets done.

2. TRUE (T) or FALSE (F)

 T You should adapt schedules to local conditions.

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

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

DISCUSSION NOTE: The weekly work schedule at a health center must be flexible, yet the team should try to keep to the schedule as closely as possible.

3. Sharing work is called:

Delegating or assigning responsibility

4. What is meant by assigning responsibility?

Assigning responsibility is giving responsibility for some job to another person.

DISCUSSION NOTE: Make sure students understand that responsibility can be assigned, but it cannot be given away. For example, a

mid-level health worker is still responsible for maternal and child health services even though he may assign the responsibility to a midwife.

5. TRUE (T) or FALSE (F)

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

DISCUSSION NOTE: One principle of management is that responsibility should be assigned to the lowest level in an organization capable of handling that responsibility. Mid-level health workers should follow this principle and assign responsibility to team members who are capable of doing the work. This will give the mid-level health workers time to do the work that cannot be assigned to someone else. Make sure that students understand that work must be divided fairly. They cannot assign all the work to one or two team members and leave the rest of the team with little or nothing to do.

Teaching Plan 14

Assigning Work

OBJECTIVE	Describe how to assign work to team members.
METHODS	Role-plays, class discussion
MATERIALS	Student Text

TIME: 1 hr 15 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Select four students to participate in the first role-play. The other students will observe. Allow the students a few minutes to review the information and decide how they are going to play their roles. | 5 min |
| 2. Carry out the first role-play. | 20 min |
| 3. After completing the first role-play, select another four students to take part in the second role-play. The rest of the class will act as observers. | 5 min |
| 4. Carry out the second role-play. | 20 min |
| 5. Reassemble the class. This exercise is to demonstrate two common mistakes made by new mid-level health workers when they try to assign responsibility. Either they assign too little or too much responsibility. Lead a class discussion of sharing work and assigning responsibility. Make sure that students understand that they will have to assign work to others. | 25 min |

Teaching Plan 15

Making a Weekly Work Schedule

OBJECTIVE	Demonstrate how to include the health team in making a weekly work schedule.
METHODS	Small group role-plays, class discussion
MATERIALS	Role descriptions handouts, worksheet, chalkboard
PREPARATION	Prepare copies of the worksheet and role descriptions for the mid-level health worker, auxiliary nurse, midwife, and cleaner to hand out to students.

TIME 1 hr 15 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Begin Exercise 15, Making a Weekly Work Schedule. Divide the class into groups of four persons. Tell students to choose a role as a mid-level health worker, auxiliary nurse, midwife or cleaner. Give each student a handout corresponding to the role he chooses. Students are not to read each other's role descriptions, only their own role description. | 5 min |
| 2. Carry out the role-play. | 30 min |
| 3. Reassemble the class. Ask students who played mid-level health worker roles to write their group's work schedule on the chalkboard. Compare work schedules. Discuss how conflicts were settled. Lead a class discussion of work schedules and how they must be adapted to meet the situation at a health center. How did the mid-level health worker schedule visits to community health workers? Did any group schedule the cleaner to do tasks not directly | 25 min |

TIME

related to cleaning? This exercise demonstrates how, given a set of guidelines, different work schedules can be worked out. The students must understand that they will be expected to make out a weekly work schedule at their health center.

4. Ask students to summarize what they have learned in the unit and how they plan to use it in their work.

15 min

WORKSHEET FOR EXERCISE 15

Making a Weekly Work Schedule

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Mid-Level Health Worker Auxiliary Nurse Midwife Cleaner	MORNING					
Mid-Level Health Worker Auxiliary Nurse Midwife Cleaner	AFTERNOON					

ROLE DESCRIPTIONS FOR EXERCISE 15

Making a Weekly Work Schedule

THE MID-LEVEL HEALTH WORKER'S ROLE

Your task is to lead the meeting. Urge the other team members to take part. Make a weekly work schedule that fits your situation. Use the information and ideas from the other team members. Make sure the schedule uses your team resources well. Do not overlook team members. Do not underwork them. You may have to ask team members to do work outside their normal job description.

You know the duties of the cleaner. You think he should clean the clinic in the morning. You do not feel strongly about when he does the rest of the work, as long as it all gets done.

You want to work with the midwife in the maternal and child health clinics, since you are better trained than she is. This will give you a chance to improve her skills. You also want the midwife to make home visits in the community.

Three community health workers are working in villages that are close together. You need half a day to reach these villages. The other community health worker is one hour away. You can see him and return in four to five hours.

You want the auxiliary nurse to assist you during general clinics, but you also want her to make home visits so that you will have more time to visit the community health workers.

Before beginning the role-play, review the sample weekly work schedule in Section 11.2 of your Operations manual. Use a worksheet to write out a work schedule for the team. Begin the meeting by explaining the worksheet to the members of your group.

THE MIDWIFE'S ROLE

You know your duties. You think you can do the maternal and child health clinics alone. You know that Tuesday is a bad day to schedule a maternal and child health clinic. Many women go to the capital city on that day to take their produce to market. Otherwise, women can bring

their children to the health center any day. Women can also come in the morning. You do not like to make home visits and want the mid-level health worker to do them.

THE AUXILIARY NURSE'S ROLE

You know your duties. You like working in the general clinics with the mid-level health worker, but you do not like to make home visits. You think the cleaner should not clean the yard in the morning. He raises too much dust and gets in the way of patients waiting outside the health center.

THE CLEANER'S ROLE

You know your duties. You think that the health center building should be cleaned at the end of the day so it is clean for the morning clinics. You think the morning is a good time to clean the yard and latrine. You do not care when you do your other duties.

Teaching Plan 16

Evaluating Program and Team Performance

OBJECTIVES 1. Demonstrate how to work in a team to evaluate program and team performance.

2. Explain the evaluation process.

METHODS Small group role-plays, class discussion

MATERIALS Student Text - Unit 7, Operations manual - Section 11, role descriptions, chalkboard

PREPARATION Remind the students to read the Student Text and answer the review questions. Read the answers to the review questions and the discussion notes before leading a class discussion.

Prepare copies of the role descriptions for the mid-level health worker, public health nurse, midwife, and community health workers.

TIME: 1 hr 45 min

LEARNING ACTIVITIES

1. Use the review questions to lead a class discussion of the Student Text.

45 min

2. Begin Exercise 16, Evaluating Program and Team Performance. Divide the class into groups of five. Tell students to choose a role as a mid-level health worker, public health nurse, midwife, community health worker from South Village or community health worker from West Village. Give each student a handout for the role he chooses. Students are not to read each other's role descriptions, only their own role description.

5 min

	TIME
3. Carry out the role-play.	25 min
4. Reassemble the class. Ask students who played the mid-level health worker roles to write the improvements identified by their group on the chalkboard. Compare the improvements identified by different groups. Discuss the analysis of these maternal and child health statistics. What additional types of information or measures would have been helpful to the students in this role-play. How could this information be collected? Look at each of the improvements identified by the students. How would they evaluate the effect of these improvements? What measures would they use? Make sure that students understand that they will be expected to evaluate the work at their health centers, just as they have done in this role-play.	30 min

ANSWERS TO REVIEW QUESTIONS

Evaluating Program and Team Performance

1. Evaluation is:

Assessing how a person or a program works

2. Evaluation is a process that involves four basic steps. What are they?

- a. *Gathering information*
- b. *Analyzing information*
- c. *Identifying improvements*
- d. *Taking corrective action*

DISCUSSION NOTE: Begin the discussion of this unit by reviewing the information in Section 3.4 of the Student Text and in Section 11.4 of the Operations manual. Ask a few general questions about evaluation to refresh the students' memories and prepare them for further study of evaluation in this unit.

3. TRUE (T) or FALSE (F)

T Mid-level health workers are responsible for evaluating the performance of health team members.

F The purpose of evaluation is to frighten team members and make them work hard.

DISCUSSION NOTE: Emphasize the mid-level health worker's responsibility to evaluate team members and how the purpose of evaluation is to improve performance, not to frighten or punish. Evaluation should be a positive, helpful activity that occurs continuously and informally.

4. You can gather information to evaluate health center team members in several ways. List four of these ways.

- a. *Observing team members*

- b. *Talking with team members*
- c. *Reviewing personnel records*
- d. *Observing yourself*

DISCUSSION NOTE: Briefly discuss each of these four ways of gathering information. You should focus the discussion on the last item, "Observing yourself," since this is an important but frequently neglected way of gathering information for evaluation. You may want to remind the student about Exercise 11 in Unit 5 and how it revealed their attitudes about team members. The first part of that exercise, when the students worked alone, was a form of self-evaluation.

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

Measuring progress toward meeting the health needs of the community.

DISCUSSION NOTE: A mid-level health worker evaluates team members to improve their performance. In the same way, primary health care activities are evaluated to improve the way they are carried out. Point out that program evaluation must focus on how well the program is meeting community health needs. For example, a situation in which a program functions very well but does not meet health needs may occur. A mosquito eradication program in an area with no malaria is an example of such a situation. Make sure that students understand that program performance must always be measured against meeting health needs.

- 6. You will want to know whether the programs you develop are meeting the objectives you set. Write three ways you can find this information.
 - a. *Observing the program*
 - b. *Talking with people*
 - c. *Reviewing records, reports, and statistics*

DISCUSSION NOTE: Briefly discuss each of the three ways to evaluate a program. Using statistics is usually the most objective way to evaluate a program, but it is also important to observe the program in action and talk to people involved in the program. Emphasize the need to plan for an evaluation so the necessary statistics will be collected and available when the mid-level health worker needs them.

ROLE DESCRIPTIONS FOR EXERCISE 16

Evaluating Program and Team Performance

THE MID-LEVEL HEALTH WORKER'S ROLE

Make this a team meeting. Urge all the team members to take part. You want the team to identify improvements in the maternal and child health program. By the end of the meeting, you want the team to have agreed upon some specific actions to improve the maternal and child health program. You want the team to put these recommended actions in writing.

Now you are ready to start the meeting. You have asked the public health nurse and the midwife to bring statistics to the meeting. You bring this information to the meeting:

Total population of the health center's service area:	20,000
Estimated number of children under five:	3,000
Estimated number of births per year:	600

You also know that the infant mortality rate for children under five in the country is

Seven per thousand because of diarrhea
Five per thousand because of pneumonia

But, in your area, the infant mortality rate is

Fourteen per thousand because of diarrhea
Eleven per thousand because of pneumonia

Start the meeting by welcoming the public health nurse and explaining that the purpose of this meeting is to evaluate the maternal and child health program. Present your statistics to the group. Ask the midwife and the public health nurse to present their statistics. Remember to write down the improvements identified by your group and the actions they agree to take.

THE PUBLIC HEALTH NURSE'S ROLE

You are very unhappy about the maternal and child health program at this health center. Attendance at prenatal clinics is low. The number of

supervised births is low. The percentage of infants receiving immunizations is low. In fact, the district health officer is concerned and has told you he wants the maternal and child health program at this health center improved.

You feel that the midwife and the two community health workers do not do enough home visits or health education. They are not doing enough to urge women to use the maternal and child health services. You know that an area of this size should have:

- About 220 prenatal clinic patients per year
- About 210 supervised deliveries per year

You plan to compare these figures with the statistics presented by the midwife at the meeting.

You also know the number of immunizations given during the past year in this area:

DPT	120
BCG	120
Polio	110
Measles	140
Tetanus toxoid	50

You will present these statistics when asked by the mid-level health worker. You also plan to tell the team that its maternal and child health program needs improvement.

THE MIDWIFE AND COMMUNITY HEALTH WORKERS' ROLES

You have heard about the meeting called by the mid-level health worker. As a group, you are worried that you will be criticized for not doing your jobs. Each of you feels that you are working hard, but for some reason women are not using the maternal and child health services. The two community health workers tell the midwife that they feel they should do more health education for pregnant women, but they feel uneasy about standing in front of a group of women. They wish they had some training in leading discussions and giving demonstrations. They think this may get more women involved. The midwife decides to bring this up at the meeting.

The midwife agrees to present these annual statistics at the meeting:

The midwife:	Births at the health center	95
	Prenatal clinic attendance	110

The community health worker West Village	Supervised births	25
	Maternal and child health home visits	25
The community health worker South Village	Supervised births	15
	Maternal and child health home visits	15
Therefore, the number of supervised births per year in your area is		
	Births at health center	95
	Births supervised by the community health worker West Village	25
	Births supervised by the community health worker South Village	<u>15</u>
	Total supervised births	135

Teaching Plan 17

Working with the Health Team; Community Phase

OBJECTIVES

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

METHODS

Three months of practical experience in working with a health team to manage a health center

MATERIALS

Community experience logbook, Community Phase Manual, Health Team Community Phase Checklist, Operations manual

PREPARATION

See the student guide for details of entry level skills and knowledge. Students are expected to practice all the skills outlined in the Health Team Community Phase Checklist. They are also expected to make arrangements with the supervisor of their community experience to be evaluated on these skills. Discuss with them their plans on how they will be evaluated. Make arrangements to help them in any way you can to facilitate the evaluation process.

See the Community Phase Manual for information on the organization and supervision of this community experience.

TIME: 3 months

LEARNING ACTIVITIES

1. Students participate in and lead health team activities.
2. Students work with the health team to plan work and decide how to carry out the work.
3. Students work with the health team to carry out work by assembling resources, by protecting and conserving resources, and by using resources.
4. Students work with the health team to evaluate program and team performance by gathering information, analyzing information, and identifying improvements.

**WORKING WITH
SUPPORT SYSTEMS**

The MEDEX Primary Health Care Series

**WORKING WITH
SUPPORT SYSTEMS**

Instructor's Manual

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**Health Manpower Development Staff
John A. Burns School of Medicine
University of Hawaii, Honolulu, Hawaii, U.S.A.**



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SCHEDULE
WORKING WITH SUPPORT SYSTEMS

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Introduction to Working with Support Systems module</p> <p>Teaching Plan 1: Drug Inventory and Data Collection at a Health Center</p> <p>Clinic Visit</p>	<p>Teaching Plan 3: Filling Out an Order Form</p>	<p>Teaching Plan 5: Using the Inventory, Preventive Maintenance, and Repair Forms</p>	<p>Teaching Plan 6: Operating, Maintaining, and Repairing Facilities and Equipment</p>	<p>Teaching Plan 8: Solving Transportation Problems</p>
<p>Teaching Plan 2: Solving Drug and Medical Supply Problems</p>	<p>Teaching Plan 4: Receiving a Supply Order</p>	<p>Teaching Plan 6: Operating, Maintaining, and Repairing Facilities and Equipment</p>	<p>Teaching Plan 7: Making an Emergency Transportation Plan</p>	<p>Teaching Plan 9: Operating and Maintaining Bicycles and Motorcycles</p>

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>Teaching Plan 9: Operating and Maintaining Bicycles and Motorcycles</p>	<p>Teaching Plan 12: Operating, Maintaining, and Repairing a Two-Way Radio</p>	<p>Teaching Plan 13: Recruiting and Selecting a Guard</p>	<p>Teaching Plan 15: Evaluating Job Performance</p>	<p>Teaching Plan 17: Accounting for Cash Receipts</p>
<p>Teaching Plan 10: Writing a Letter</p> <p>Teaching Plan 11: Writing a Telegram</p>	<p>Teaching Plan 12: Operating, Maintaining, and Repairing a Two-Way Radio</p>	<p>Teaching Plan 14: Making an Annual Leave Roster</p>	<p>Teaching Plan 16: Solving Disciplinary Problems</p>	<p>Teaching Plan 18: Applying for Travel and Subsistence Allowances</p>

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DAY 11	DAY 12	DAY 13	DAY 14	
Teaching Plan 19: Using Patient-Held Cards Teaching Plan 20: Using the Health Center Books	Teaching Plan 22: Organizing the Work Place	Teaching Plan 23: Evaluating the Work Place	Teaching Plan 23: Evaluating the Work Place	
Teaching Plan 21: Filling Out a Monthly Patient Report	Teaching Plan 22: Organizing the Work Place	Clinic Visit Teaching Plan 23: Evaluating the Work Place	Teaching Plan 23: Evaluating the Work Place	
			Posttest	

Community phase: three months - Teaching Plan 24

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Teaching Plan 1

Drug Inventory and Data Collection at a Health Center

- OBJECTIVES**
1. Explain the drug and medical supply system at the health center level.
 2. Prepare an inventory of drugs and medical supplies in a health center.
 3. Write out an order for drugs and medical supplies using the Inventory, Order, Issue, and Receipt form.
 4. List two drug and medical supply problems at a health center.
 5. Investigate storage and protection procedures used in a health center's drug and medical supply storeroom.
- METHODS** Class discussion, individual practice in inventorying and writing out an order form, personal observations, discussions with health center staff
- MATERIALS** Operations manual - Section 1, Student Text - Unit 1, Inventory, Order, Issue, and Receipt form, Worksheet for Exercise 1
- PREPARATION** Remind the students to study Section 1 of the Operations manual, read Unit 1 of the Student Text, and answer the review questions before coming to class. Read the discussion notes and the answers to the review questions before leading a class discussion of the review questions.
- Make arrangements with the staff at the health center(s) to be visited in Exercise 1. If possible, use

several health centers so students can compare experiences. Prepare lists of authorized stock levels for drugs and medical supplies at each of these health centers.

Prepare copies of the Worksheet for Exercise 1 included in this teaching plan. Give one to each student the day before they are to do Exercise 1. Prepare copies of the Inventory, Order, Issue, and Receipt form.

TIME: 3 hrs

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Use the review questions to lead a class discussion of the Operations manual and the Student Text. | 1 hr |
| 2. Begin Exercise 1, Drug Inventory and Data Collection at a Health Center. Tell the students to enter the health center's storeroom and inventory the drugs and medical supplies. Give them copies of the Inventory, Order, Issue, and Receipt form to use. Students may work alone or in small groups. It is better practice for them if they work alone to complete the inventory. Ask a member of the health center staff to be present in the storeroom to ensure that drugs and supplies are not damaged or misplaced during the exercise. | 45 min |
| 3. Tell each student to prepare a drug and medical supply order based on the inventory just completed. Give them the authorized stock levels for drug and medical supply items at this particular health center. Tell the students to keep the completed order forms to use for Exercise 2. | 30 min |
| 4. Tell the students to list drug and medical supply problems and review storage and protection procedures at this health center. | 45 min |

TIME

Students talk with the health center staff during this part of the exercise. Staff members should not make formal presentations. Rely on informal discussions with the students asking the questions. Tell the students to use the Worksheet for Exercise 1 to record information during this part of the exercise. Tell them they will use this worksheet in the afternoon for Exercise 2, Solving Drug and Medical Supply Problems.

ANSWERS TO REVIEW QUESTIONS

Drugs and Medical Supplies

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

Effective primary health care services depend on having adequate drugs and medical supplies available. Otherwise the health team cannot work effectively. The quality of care worsens. In some cases the life of a patient may be endangered.

DISCUSSION NOTE: Students should understand that maintaining adequate drugs and supplies is one of the most important responsibilities of a mid-level health worker in charge of a health center. Discuss the serious consequences of running out of drugs and supplies. Point out that they could not effectively use their clinical skills without drugs and medical supplies.

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

DISCUSSION NOTE: Briefly describe the drug and medical supply system for the country. For example, the central pharmacy purchases in bulk and supplies drugs to all ministry of health facilities. Some medicines are purchased ready to use. But the central pharmacy manufactures some medicines. Give specific examples. Arrange a visit to the central pharmacy, if this is convenient. The students can meet key people and see first hand how the pharmacy operates.

3. Who is responsible for setting authorized stock levels for drug and medical supply items at a health center?

- District public health nurse
- Pharmacist at the district hospital
- Mid-level health worker in charge of the health center
- Supervisor of the mid-level health worker

DISCUSSION NOTE: Discuss the concept of an “authorized stock level” with students. Explain that their supervisors will calculate authorized stock levels. These levels will be based on the estimated rate of use of drugs and medical supplies. These estimates include an extra amount of drugs and medical supplies to help ensure that the health center does not run out of essential items. Explain to students that their supervisors will adjust the authorized stock levels from time to time. This adjustment will be based on the actual rate of use of drugs and supplies.

4. List the order in which you must do the following steps by numbering them one through five.

- 1 Write authorized stock levels on the order form.
- 4 Inspect the drug shipment when it is delivered.
- 3 Submit the order form to the supervisor.
- 2 Inventory drugs and calculate quantity to order.
- 5 Sign the issue voucher for drugs received.

DISCUSSION NOTE: The purpose of this question is to make sure that students understand the ordering sequence for drugs and medical supplies. This question will show if students understand the procedure in Section 1.3 of the Operations manual. If they do not understand them, you should review those procedures with the students. They must understand how to order drugs and medical supplies.

5. List four sources for getting drugs if the central pharmacy is out of stock.
- a. *The mid-level health worker's supervisor*
 - b. *Ministry of health hospital*
 - c. *Ministry of health pharmacy or dispensary*
 - d. *Non-ministry of health or private health facility*
 - e. *Local purchase*

DISCUSSION NOTE: Any four of these answers are correct. This information is found in Section 1.4 of the Operations manual. Use

this question as the basis for a discussion on when and how mid-level health workers can use alternate sources of drugs and medical supplies.

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

Health team morale is low because team members cannot work effectively.

Quality of care is poor and patients suffer.

Community loses confidence in services at the health center.

DISCUSSION NOTE: Poor quality of care is the most serious problem because it could threaten the life of a patient. However, all of these problems are serious. A team with low morale is not effective. It often takes months to rebuild a team's morale after it is damaged. A good primary health care program depends on community participation and support. If the community loses confidence in the curative services at the health center, the overall primary health care program will suffer.

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

%

DISCUSSION NOTE: Use this question as an introduction to a discussion of drug costs. Obtain cost information from the central pharmacy to use in this discussion. It is particularly good if you can give students the unit costs for commonly used drugs and supplies. For example, comment on the cost of penicillin injections compared to the cost of penicillin tablets or the cost of aspirin compared to the cost of tylenol.

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

a. *Unpack the order immediately.*

b. *Check measles, polio, and BCG vaccines. Make sure they are frozen. Store them in the freezer.*

c. *Check DPT and tetanus toxoid vaccines. Store them in the refrigerator.*

DISCUSSION NOTE: The purpose of this question is to make sure students are able to locate drug storage procedures in the Operations manual.

9. Why should you use a special inventory card for narcotic drugs?
Narcotics are powerful, habit-forming drugs that need special control and protection.

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

Pethidine

Morphine sulfate

DISCUSSION NOTE: Use questions nine and ten as the basis for a discussion of the procedures and inventory card used to control the use of narcotics. Make sure students know how to use the Narcotic Drug Inventory Card. You may want to use the chalkboard to demonstrate how to fill out the card correctly.

WORKSHEET FOR EXERCISE 1
Drug Inventory and Data Collection
at a Health Center

1. List below the two most serious drug and medical supply problems at the health center. Talk with the health center supervisor and other staff members to get this information.

PROBLEM 1:

PROBLEM 2:

2. Based on your personal observations, list the improvements you would make in the storage and protection of drugs and medical supplies at the health center. Use Section 1.5 in your Operations manual as a guide to help you make a list.

Teaching Plan 2

Solving Drug and Medical Supply Problems

- OBJECTIVES**
1. Analyze drug and medical supply problems and ways to solve or cope with them.
 2. Recommend improvements in storage and protection procedures for drugs and medical supplies at health centers visited by students.
- METHODS** Small group review and class discussion of information gathered at health centers during Exercise 1.
- MATERIALS** Inventory, Order, Issue, and Receipt form, worksheet filled out by each student in Exercise 1, Operations manual - Section 1, Worksheet for Exercise 2
- PREPARATION** Prepare copies of the Worksheet for Exercise 2 included in this teaching plan. Give one to each student the day before they do Exercise 2.

TIME: 2 hrs 15 min

LEARNING ACTIVITIES

1. Begin Exercise 2, Solving Drug and Medical Supply Problems. Divide the class into small groups. Have each group choose a spokesman. Tell the groups to discuss any difficulties members had in doing the inventory or filling out the order form. Students use the Worksheet for Exercise 2 to record their ideas and observations. Spokesmen use the Worksheet for Exercise 2 to summarize the main points discussed in their groups.

20 min

	TIME
2. Tell the groups to discuss the drug and medical supply problems they listed on the Worksheet for Exercise 1 . They should offer solutions for each problem listed, or at least ways to cope with each problem. Group spokesmen list the problems and their solutions on the Worksheet for Exercise 2 .	20 min
3. Tell the groups to discuss the drug and medical supply storage and protection procedures they observed at the health center. Group spokesmen list on the Worksheet for Exercise 2 the improvements in storage and protection procedures suggested by members of the group.	20 min
4. Reassemble the class and ask the group spokesmen to report on inventorying and ordering difficulties, item one on the Worksheet for Exercise 2 . Lead a class discussion of these difficulties. Make sure students understand inventorying and ordering procedures and can apply them.	20 min
5. Next, ask the group spokesmen to report on the drug and medical supply problems and their solutions, item two on the Worksheet for Exercise 2 . Supply problems at health centers are quite common. They have no easy solutions. Urge students to discuss many solutions. You should help them see the effects of each solution. Point out that some supply problems do not have solutions. For example, the ministry of health may lack funds to buy enough drugs for the country. Discuss with students how they can cope with supply problems that do not have solutions.	20 min
6. Finally, ask the group spokesmen to list the suggested improvements in the storage and protection procedures at the health center, item three on the Worksheet for Exercise 2 . Lead	20 min

TIME

a class discussion of storage and protection procedures in general. Compliment students if they are able to list many substantial improvements. If students are not able to list many substantial improvements, compliment the health center staff. They are probably doing a good job of storing and protecting their drugs and supplies if students did not find much room for improvement.

7. Ask the students to summarize what they have learned during their study of this unit and how they plan to use it in their work.

15 min

WORKSHEET FOR EXERCISE 2
Solving Drug and Medical Supply Problems

1. List any difficulties you had in inventorying drugs and supplies or in filling out the order form at the health center.

2. List the main drug and medical supply problems facing the staff at the health center. List possible solutions to these problems.

PROBLEMS	SOLUTIONS

3. List the improvements in the storage and protection of the health center's drugs and medical supplies suggested by members of the group.

Teaching Plan 3

Filling Out an Order Form

OBJECTIVES	<ol style="list-style-type: none">1. Explain the general supply system at the health center level.2. Determine authorized stock levels for supply items, using the Standard List of General Supplies.3. Write out a supply order.
METHODS	Class discussion, written exercise, and group review
MATERIALS	Operations manual - Section 2; Student Text - Unit 2; Inventory, Order, Issue, and Receipt form; chalkboard
PREPARATION	Remind the students to study Section 2 of the Operations manual, read the Student Text, and answer the review questions prior to coming to class. Read the answers to review questions and the discussion notes before leading a class discussion of the review questions. Prepare copies of the Inventory, Order, Issue, and Receipt form for Exercise 3.

TIME: 3 hrs 15 min

LEARNING ACTIVITIES

1. Use the review questions to lead a class discussion of the Operations manual and the Student Text.
2. Begin Exercise 3, Filling Out an Order Form. Tell the students to fill out an order form based on the information given to them in the Student Text.

1 hr

45 min

	TIME
3. Divide the class into small groups. Tell them to exchange papers and discuss how the order form should be filled out.	30 min
4. Reassemble the class. Ask a group spokesman to demonstrate on the chalkboard how the order form should be filled out. Ask the class to comment. An example of a correctly filled out order form for this exercise should emerge on the chalkboard. Tell the students to keep their order forms to use in Exercise 4.	1 hr

ANSWERS TO REVIEW QUESTIONS

General Supplies

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

By looking at the Standard List of General Supplies for health centers in Section 2 of the Operations manual. A copy of the Standard List of General Supplies with the current authorized stock levels should be posted in the supply room of each health center.

DISCUSSION NOTE: The students should understand that the government provides each health center with an initial stock of general supplies according to the Standard List of General Supplies. The mid-level health worker is then responsible for maintaining the authorized stock levels by reordering supplies on a regular basis. He will need to know when, how, and in what quantity to order supplies.

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

a. *Government supply system*

b. *Local purchase*

The government supply system is the most common source of supplies.

DISCUSSION NOTE: Tell the students what percentage of their supplies will come from the government's central stores and what percentage will be purchased locally. This is the best way to make students understand the relative importance of these two sources of supply.

3. TRUE (T) or FALSE (F)

T A correct supply order depends on a correct inventory.

4. List four problems caused by ordering too many supplies.
- Not enough storage space for supplies*
 - Difficult to control excess supplies*
 - Deterioration of supplies due to long storage time*
 - Shortages at other health centers*

DISCUSSION NOTE: Mid-level health workers have a tendency to order too much for fear they will run out of supplies. Therefore, stress the problems that result from ordering too many supplies. Explain that the authorized stock levels have a built-in margin of safety. It is not necessary to exceed these levels. Also explain how hoarding can lead to a breakdown of the entire supply system. Explain that central stores personnel are reluctant to fill orders for mid-level health workers who always order too much.

5. Who has final responsibility for all supplies at the health center?
- The mid-level health worker's supervisor
- The health team member using the supplies
- The district supply officer at the supply depot
- The mid-level health worker

DISCUSSION NOTE: This question reinforces the idea that the mid-level health worker is responsible for supplies at a health center. Explain that this includes financial responsibility for losses and damage.

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

When he receives this receipt, the supervisor of the central stores knows that the mid-level health worker received the supplies that were sent to the health center. This system protects supplies from loss and theft.

7. When purchasing supplies from local shops, what is the main advantage and the main disadvantage of using a local purchase order?
- Advantage:** *The mid-level health worker does not risk his money or the community's money.*

Disadvantage: *The mid-level health worker must wait for the local purchase order to be issued, which means a delay in getting the needed supplies.*

8. What is the meaning of reimbursement?

To pay back someone an amount of money already spent. For example, the government sometimes pays back to the mid-level health worker the amount of money spent on supplies for the health center.

9. TRUE (T) or FALSE (F)

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

DISCUSSION NOTE: Students must understand that the government is never obligated to reimburse money. Each request for reimbursement must be approved by the government before it is paid. If the mid-level health worker is authorized to make local purchases, and if he can justify why it was necessary to purchase the items locally, then in most cases the reimbursement will be made. However, there is never a guarantee that the government will pay reimbursements.

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

- a. *Mid-level health worker*
- b. *Auxiliary nurse*
- c. *Midwife*

DISCUSSION NOTE: Discuss with the students not only who will have access, but when and how they will have access. For example, explain who will have keys to the storeroom.

Teaching Plan 4

Receiving a Supply Order

- OBJECTIVES**
1. Describe the correct procedures for receiving a supply order.
 2. Identify appropriate action to take if you find discrepancies in a supply order.
- METHODS** Role-play followed by small group evaluation of role-play, class discussion led by the instructor
- MATERIALS** Worksheet for Exercise 4, cardboard boxes containing these items:
- | | |
|------------------------|---|
| Hand soap - 4 bars | Chalk - 1 box |
| Detergent - 1 box | Stationery - 15 sheets
(5 sheets torn) |
| Disinfectant - 1 liter | Envelopes (letter size) - 3 |
| Broom - 1 | Manila folders - 5 |
| Bucket - 1 | Notebooks - 2 |
| Cleaning cloths - 2 | Carbon paper - 5 sheets |
| Scrub brush - 1 | Paper clips - 1 box |
| Matches - 2 boxes | Chalkboard erasers - 2 |
| Candles - 1 box | Rubber bands - 1 box |
| Single bed sheet - 1 | Cello tape - 2 rolls |
| Pillows - 2 | Staples - 2 boxes |
| Single bed blanket - 1 | Stamp pads - 5 |
| Towel (large) - 1 | Glue - 1 bottle |
| Toilet paper - 2 rolls | |
- PREPARATION** Prepare copies of the Worksheet for Exercise 4 included with this teaching plan. Hand them out to the students for the small group part of Exercise 4. Prepare the boxes full of supplies listed under Materials. Prepare copies of the local purchase form and give them to any groups asking for them during Exercise 4.

TIME: 2 hrs

LEARNING ACTIVITIES

- | | |
|---|--------|
| <p>1. Begin Exercise 4, Receiving a Supply Order. Instruct one student to play the part of the mid-level health worker receiving the supplies. He should follow the procedures outlined in the Operations manual. Tell another student to play the part of the driver delivering the supply order. Tell the rest of the class to observe the role-play. They should finish filling in the form from Exercise 3 as they watch the role-play. It is important that the mid-level health worker say what he is doing. For example, "I ordered eighteen ballpoint pens but received none because pens are out of stock," or "I ordered one stamp pad, but received five, so I am noting this error in the remarks column." The role-play may be repeated using two different students.</p> | 30 min |
| <p>2. Divide the class into small groups. Tell them to evaluate the role-play using the Worksheet for Exercise 4. Question 1 on the worksheet makes groups focus on any deviations from the procedures outlined in the Operations manual. Question 2 makes the groups focus on discrepancies in a supply order, and what to do about them. A correctly filled out order form is included with this teaching plan.</p> | 30 min |
| <p>3. Reassemble the class and ask each group to choose a spokesman to present the group's findings. Make sure that by the end of the session the correct procedure for receiving supplies has been outlined clearly. Make sure that students understand why each step in the procedure is important.</p> <p>Make the following points with regard to the action to be taken for item two on the Worksheet for Exercise 4:</p> | 45 min |

Mid-level health workers should discuss all supply order discrepancies with their supervisor. This is especially true when the supplies received are less than what the central stores listed in the quantity supplied column.

When essential items like pens, pencils, and insecticide are completely out of stock, purchase them locally. Discuss the local purchase order versus the reimbursement method for making such local purchases. Demonstrate on the chalkboard how to fill out the form correctly.

The mid-level health worker can reorder on the next regular order items which are not urgently needed. This includes the mop, matches, envelopes, paper clips, carbon paper, and stationery.

If excess supplies are received, the mid-level health worker should ask his supervisor to distribute them to other health centers.

4. Ask the students to summarize what they have learned during their study of the general supply unit.

15 min

WORKSHEET FOR EXERCISE 4

Receiving a Supply Order Role-Play Evaluation

1. Based on the observations of persons in your group, list any mistakes that the mid-level health worker made. What is the correct procedure that the mid-level health worker should have followed?

2. Listed below are the supplies that did not arrive as ordered. Working as a group, decide what action the mid-level health worker should take regarding each supply item listed. If your group decides it is necessary to make a local purchase, demonstrate how to fill out the local purchase form correctly.

SUPPLY ITEM	AUTHORIZED STOCK LEVEL	QUANTITY ORDERED	QUANTITY ISSUED	REMARKS	ACTION TO BE TAKEN
Mop	1	1	1	mop not received	
Matches (box)	24	6	6	only 2 received	
Insecticide	6	6	0	out of stock	
Ballpoint pens	18	18	0	out of stock	
Pencils	18	18	0	out of stock	
Envelopes (letter)	50	30	5	only 3 received	
Carbon paper	300	120	10	only 5 received	
Paper clips (box)	3	2	2	only 1 received	
Stamp pad	5	3	1	5 received	
Stationery	150	100	15	5 sheets torn	

Completed Inventory, Order, Issue, and Receipt Form for Exercise 4

Inventory, Order, Issue, and Receipt

STANDARD LIST OF GENERAL SUPPLIES

Month July

Health Center _____

Location _____

Page 1

1. STOCK NUMBER	2. ITEM DESCRIPTION	3. UNIT OF ISSUE	4. AUTHORIZED STOCK LEVEL	5. QUANTITY ON HAND	6. QUANTITY ORDERED	7. QUANTITY ISSUED	8. REMARKS
001	Hand soap	Bar	10	6	4	4	✓
002	Detergent powder	1 kg	4	3	1	1	✓
003	Liquid disinfectant	1 liter	5	4	1	1	✓
004	Bleach	1 liter	2	2	0		✓
005	Mop	1	1	0	1	1	not received
006	Broom	1	2	1	1	1	✓
007	Bucket	1	4	3	1	1	✓
008	Cleaning cloth	1	5	3	2	2	✓
009	Scrub brush	1	1	0	1	1	✓
010	Wooden matches	box	24	18	6	6	only 2 received
011	Candle	box of 12	1	⁴ only	1	1	✓
012	Liquid insecticide	1 liter	6	0	6	0	OUT OF STOCK
013	Sheet, single bed size	1	4	3	1	1	✓
014	Sheet, waterproof	1	1	1	0		✓
015	Blanket, single bed size	1	3	2	1	1	✓
016	Blanket, newborn	1	1	1	0		✓
017	Towel, large	1	1	0	1	1	✓
018	Towel, hand	1	4	4	0		✓
019	Pillowcase	1	4	4	0		✓
020	Pillow	1	6	4	2	2	✓
021	Toilet paper	roll	12	10	2	2	✓
022	Ballpoint pen	1	18	0	18	0	OUT OF STOCK
023	Pencil	1	18	0	18	0	OUT OF STOCK
024	Chalk	box	3	2	1	1	✓
025	Stationery	sheets	150	50	100	15	5 sheets torn
026	Envelope, letter size	1	50	20	30	5	only 3 received
027	Envelope, large size	1	50	50	0		✓
028	Manila file folder	1	75	50	25	25	✓
029	Notebook	1	17	15	2	2	✓
030	Carbon paper	sheets	300	180	120	10	only 5 received
031	Paper clips	box	3	1	2	2	only 1 received
032	Eraser, chalkboard	1	3	3	0		✓

Teaching Plan 5

Using the Inventory, Preventive Maintenance, and Repair Forms

- OBJECTIVES**
1. Explain the facilities and equipment maintenance system at the health center.
 2. Write out an Inventory form and a Preventive Maintenance Schedule for a health center.
 3. Fill out a Request for Repair form.

METHODS Class discussion, written exercise, review in small groups

MATERIALS Operations manual - Section 3, Student Text - Unit 3, Inventory form, Preventive Maintenance Schedule, Request for Repair form, chalkboard

PREPARATION Remind the students to study Section 3 of the Operations manual, read the Student Text, and answer the review questions. Read the answers to review questions and the discussion notes before leading a class discussion of the review questions.

Prepare copies of the Inventory form, Preventive Maintenance Schedule, and the Request for Repair form.

TIME: 3 hrs 15 min

LEARNING ACTIVITIES

1. Use the review questions to lead a class discussion of the Operations manual and the Student Text

1 hr

	TIME
<p>2. Begin Exercise 5, Using the Inventory, Preventive Maintenance, and Repair Forms. Tell the students to work individually to complete an Inventory form, a Preventive Maintenance Schedule, and two Request for Repair forms. Encourage students to refer to the Operations manual during Exercise 5.</p>	45 min
<p>3. Divide the class into small groups. Tell the students to exchange and discuss each others' papers. Groups should list problems students had in filling out the forms. Each group should also choose a spokesman to report to the class.</p>	30 min
<p>4. Reassemble the class. Ask a group spokesman to demonstrate on the chalkboard how the forms should be filled out. Through class discussion a correctly filled out example of each of the forms should be put on the chalkboard. Discuss and resolve all problems listed by the groups.</p>	1 hr

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ANSWERS TO REVIEW QUESTIONS

Facilities and Equipment Maintenance

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

ITEM	FACILITY	EQUIPMENT	SUPPLIES
Refrigerator	—	<u>X</u>	—
Pencil	—	—	<u>X</u>
Well	<u>X</u>	—	—
Flashlight batteries	—	—	<u>X</u>
Examination table	—	<u>X</u>	—
Soap	—	—	<u>X</u>
Chairs	—	<u>X</u>	—
Latrine	<u>X</u>	—	—

DISCUSSION NOTE: The purpose of this question is to make sure that students can distinguish:

Facilities: permanent, fixed structures

Equipment: moveable items that last many years

Supplies: moveable items that are used up quickly and must be continuously reordered

Students should be able to distinguish among facilities, equipment, and supplies. They must list facilities and equipment on inventory forms. Supplies are already listed on the printed Inventory, Order, Issue, and Receipt form.

2. TRUE(T) or FALSE(F)

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

DISCUSSION NOTE: Discuss how a mid-level health worker may assign responsibility to members of the health team. For example,

a midwife may be responsible for the baby scales she uses for the weekly maternal and child health clinic. However, students must understand that the ministry of health holds the mid-level health worker responsible for all facilities, equipment, and supplies at the health center. Refer to the section on assigning work to team members in the Working with the Health Team module.

3. What is the purpose of doing an inventory of facilities and equipment?

An inventory helps the mid-level health worker keep track of facilities and equipment. Therefore, it reduces the risk of loss, damage, and theft.

DISCUSSION NOTE: Students should understand that an inventory helps a mid-level health worker to keep track of health center facilities and equipment for which he is responsible. A mid-level health worker can be held financially accountable for lost equipment. Therefore, the inventory form must be filled out carefully and kept up to date.

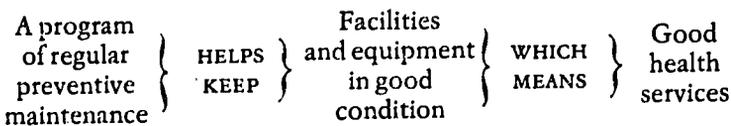
4. What is preventive maintenance and why is it important?

Preventive maintenance is doing small tasks on a regular basis to keep facilities and equipment in good condition. Preventive maintenance is important because it helps to keep facilities and equipment available for use by the health team and by patients.

5. List four examples of preventive maintenance.

Any example of preventive maintenance is to be accepted as a correct answer to this question.

DISCUSSION NOTE: Use the diagram below to demonstrate the relationship between preventive maintenance and effective health services.



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

___ Government repairman

___ Handyman in the community

 X Mid-level health worker and other health team members



DISCUSSION NOTE: Students must understand that the mid-level health worker and other team members actually do most repairs at a health center. This is especially true for rural health centers located far from government repair facilities. Urge the students to rely on themselves and the local community for their repair needs.

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

MAINTENANCE JOB	MAINTENANCE INTERVAL
<i>Check temperature and flame</i>	<i>daily</i>
<i>Defrost and clean</i>	<i>monthly</i>
<i>Change gas tank and check for gas leaks</i>	<i>monthly</i>
<i>Make sure one full gas tank is held in reserve</i>	<i>monthly</i>

DISCUSSION NOTE: Students should use the Preventive Maintenance Guide in Section 3.2 of the Operations manual to answer this question.

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

Immediately investigate the problem. If it is a case of loss or damage, report it to the supervisor. Fill out the Report of Loss, Theft, or Damage form. Take action to prevent the loss or damage from happening again. Consult with your supervisor if disciplinary action is required. In the case of a theft, report it to the police immediately. Cooperate with the police investigation. Then follow the same steps as above for loss or damage.

DISCUSSION NOTE: Stress to your students that the mid-level health worker has responsibility for the supplies, equipment, and buildings at his health center. When loss does occur, the mid-level health worker should take action immediately. This immediate action will demonstrate to others that he is alert to the problem of security. It will discourage future attempts of theft or damage to facilities and equipment.

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Teaching Plan 6

Operating, Maintaining, and Repairing Facilities and Equipment

- OBJECTIVES**
1. Operate health center facilities and equipment according to instructions outlined in Section 3.3 of the Operations manual.
 2. Do the preventive maintenance jobs listed in the Preventive Maintenance Guide in Section 3.2 of the Operations manual.
 3. Do the repair jobs listed in Section 3.6 of the Operations manual.
- METHODS** Instruction and demonstration by equipment operators and repairmen, practice of skills by students, evaluation using skill checklist
- MATERIALS** Facilities and equipment on skill checklist in Exercise 6; tools, spare parts, and supplies; Operations manual; Operating, Maintaining, and Repairing Facilities and Equipment skill checklist
- PREPARATION** Arrange for equipment operators and repairmen to demonstrate the operation, maintenance, and repair skills to the class. Arrange with them for the equipment, tools, and spare parts for the exercise. If time permits, you may arrange for the class to visit the ministry of health central repair workshop.

TIME: 8 hrs 15 min

LEARNING ACTIVITIES

1. Begin Exercise 6, Operating, Maintaining, and Repairing Facilities and Equipment. Equipment

4 hrs

TIME

operators demonstrate how to operate health center facilities and equipment. Students will practice using the equipment. They will ask the instructor to evaluate their performance using the skill checklist. Allow four hours for this part of the exercise. Some students will not be able to learn to operate all types of facilities and equipment during this short time. Make facilities and equipment available to students over a period of several weeks. They should continue to practice these skills. All students must have learned to operate facilities and equipment before they begin the community phase of their training.

2. Arrange for repairmen to demonstrate the preventive maintenance and repair jobs listed on the skill checklist for this exercise. Students should observe and then practice these repair jobs. Use the skill checklist to evaluate each student's skills. Give extra practice time to students who cannot do all the jobs. Evaluate them again at a later time. Students should receive a Satisfactory rating for each job on the skill checklist before they begin the community phase of their training.
3. Ask students to summarize what they have learned during this unit and how they plan to use it in their work.

4 hrs

15 min

Teaching Plan 7

Making an Emergency Transportation Plan

OBJECTIVES	<ol style="list-style-type: none">1. Explain the transportation system at the health center.2. Develop an emergency transportation plan for a health center.3. Describe how you could work with community members to solve transportation problems.
METHODS	Class discussion, role-plays, group presentations
MATERIALS	Operations manual - Section 4, Student Text - Unit 4, Role Descriptions for Exercise 7, Emergency Transportation Plan forms
PREPARATION	<p>Remind the students to study Section 4 of the Operations manual, read the Student Text, and answer the review questions before coming to class. Read the answers to review questions and the discussion notes before leading a class discussion of the review questions.</p> <p>Prepare copies of the Role Descriptions for Exercise 7 included with this teaching plan. Prepare copies of the Emergency Transportation Plan for Health Centers form.</p>

TIME: 2 hrs 25 min

LEARNING ACTIVITIES

1. Use the review questions to lead a class discussion of the Operations manual and the Student Text.

1 hr

	TIME
<p>2. Begin Exercise 7, Making an Emergency Transportation Plan. Divide the class into groups of six. Within each group, assign roles to students and hand out the role descriptions included with this teaching plan. Tell each student to read only the description of his own role. They are not to share their role descriptions. Hand out the Emergency Transportation Plan forms to students playing the mid-level health worker role. Remind the groups that they have thirty minutes to complete the role-play.</p>	10 min
<p>3. The mid-level health worker will open the meeting in the manner outlined in the mid-level health worker's role description. During this period you should circulate among the groups and listen to the discussions. Do not interfere in the groups' discussions, but observe how the students are playing their roles. Pay close attention to the mid-level health worker role. You will be able to use these observations during the class discussion period that will take place after the role-plays are completed.</p>	30 min
<p>4. After thirty minutes, reassemble the class and ask the students who played the mid-level health worker roles to present the emergency transportation plans developed by their groups. Tell the group spokesmen to focus on how conflicts were resolved in order to draw up the plan. Follow each presentation with brief comments by you and by the students.</p> <p>Based on your observations during the role-plays, compare how different groups resolved conflicts. Discuss what style is the most appropriate for a mid-level health worker in such a meeting with community leaders.</p>	45 min

ANSWERS TO REVIEW QUESTIONS

Transportation

1. The most reliable transportation for rural health centers is walking. Explain five advantages of walking compared to other types of transportation.
- Health team members can meet people in the community.*
 - Team members may learn about the community and be able to share health information.*
 - Team members who walk do not depend on vehicles which may break down.*
 - Walking frees vehicles for long trips and for emergencies.*
 - Walking is good exercise for personal health.*

DISCUSSION NOTE: This is not a complete list. Students may think of other advantages of walking.

2. What is the most commonly used type of transportation at rural health centers?
- Bicycle
- Walking
- Ministry of health land rover
- Horse
- Motorcycle

DISCUSSION NOTE: When you discuss transportation, students immediately think of vehicles. Questions one and two are meant to reinforce the idea that walking is the most important type of transportation for rural health centers. For example, most patients walk to the health center, and health team members can carry out many primary health care activities in the community by walking.

3. What vehicles are best suited for emergency referrals?

Seriously ill and emergency referral patients often will need to be transported while lying down, with an IV running, and with an attendant. For this type of referral, a car, truck, or jeep is best. If motorized vehicles are not available, an animal drawn cart or stretcher may be used.

DISCUSSION NOTE: In discussing this question, make the point that the method of transportation used in emergency situations will be guided by the emergency transportation plan which the mid-level health worker develops in cooperation with the community.

4. What is the most important cause of vehicle breakdowns?

Improper use of vehicles. This includes poor driving and improper handling of vehicles.

DISCUSSION NOTE: Students should understand that to keep health center vehicles in good operating condition they must make sure that the vehicles are handled properly. Health team members must drive carefully and take good care of vehicles.

5. Using a motorcycle offers certain advantages over walking. List six of these advantages.

- a. *Increases the coverage of the primary health care program*
- b. *Decreases the travel time of health workers*
- c. *Emergency calls can be answered more quickly*
- d. *Larger quantities of supplies can be carried*
- e. *Messages can be delivered more quickly*
- f. *Certain types of referral patients can be transported*

6. What would you do if a member of your health team refused to ride the health center's motorcycle to visit outlying villages?

First, find out why he or she refuses to ride the motorcycle. Then, explain that riding a motorcycle is part of the job and allows the team to extend coverage to outlying communities.

DISCUSSION NOTE: This question has no single correct answer. It gives the student practice using the guidelines in Section 4.6 of the Operations manual. A point you can make is that situations such as this may be avoided if health team members agree upon a

common set of guidelines concerning the use of transportation at the health center. Encourage students to think about many possible solutions to this problem.

7. Vehicles from the ministry of health sometimes do not arrive as scheduled. Sometimes they break down. This may create problems for those who depend on them for transportation. How may you minimize dependence on ministry of health vehicles?

Ministry of health vehicles should be considered a secondary means of transport. Dependence on such transportation may be minimized if there is more reliance on primary sources of transportation such as walking, bicycles, or motorcycles.

DISCUSSION NOTE: Ministry of health vehicles are often unreliable. They are stationed at district headquarters and often break down. Therefore, if a mid-level health worker depends on ministry of health vehicles as the primary source of transportation, the primary health care program will be irregular and unreliable. Encourage the students to minimize their dependence on the ministry of health's vehicles.

8. What four points would you include in teaching someone about the storage and security of a bicycle?
- Protect the bicycle from the weather*
 - Lock the bicycle with a chain*
 - Build a rack or stand for the bicycle*
 - Turn the bicycle upside down when storing it for a month or more*

DISCUSSION NOTE: This information is found in Section 4.7 of the Operations manual.

9. How often should you check a motorcycle's battery fluid level?
- | | |
|---------------------------------|---|
| <input type="checkbox"/> Daily | <input checked="" type="checkbox"/> Monthly |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> Every six months |

DISCUSSION NOTE: The purpose of this question is to make sure that students know how to use the maintenance checklist in Section 4.8 of the Operations manual.

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

The staff member using the motorcycle should always fill out the Motorcycle Travel and Maintenance Record. However, the mid-level health worker should check the record periodically to make sure that it is being properly filled out.

ROLE DESCRIPTIONS FOR EXERCISE 7

Making an Emergency Transportation Plan

ROLE FOR MID-LEVEL HEALTH WORKER

You have decided to meet with the people listed in the role-play situation to make an emergency transportation plan for the community. Before the meeting begins, you review the procedures and form for developing an emergency transportation plan in Section 4.5 in the Operations manual. Since you called the meeting, you open it by welcoming everyone and thanking them for coming. Explain why it is important to have an emergency transportation plan. Ask for their help in drawing up such a plan. Use the Emergency Transportation Plan for Health Centers form to write down the emergency plan agreed upon at the meeting.

Remember, you are a newcomer in this community and you cannot force your ideas or opinions on anyone.

ROLE FOR VILLAGE CHIEF

You have been chief of this village for twenty-eight years. You are the most respected member of the community. You are genuinely interested in the welfare of the people. You are very happy that a mid-level health worker has been posted at the local health center.

Last year you bought a car. It is the first car you have ever owned in your life, and you enjoy driving every day. Sometimes you go to the district capital. More often you visit your brothers who live on a farm far from the village. You are in the habit of spending two nights per week at the farm.

You and the shopkeeper are the only people in the village who own cars. When you first bought the car, people in the community were always asking you to take them places. After a few months of this, you reluctantly made the rule that you would not give rides to people in the community. At first, people were a little resentful, but after a while they accepted it. It has been six months since anyone asked to use your car, and you are glad that the issue has died down.

ROLE FOR POLICE OFFICIAL

You are a sergeant in the national police force. You have been stationed alone in this community for two and a half years. Your wife and children live 16 km away in the district capital. You are good friends with the village chief, who makes your job very easy because he personally handles most disturbances in the community.

You have a motorcycle provided by the police department which you use for investigations in outlying villages. Attached to the motorcycle is a two-way radio which you use to communicate with police headquarters in the district capital.

You seldom use the motorcycle, except every Friday afternoon you travel to the district capital to spend the weekend with your family. You return to your post early Monday morning. Naturally, it is very important to you to be able to spend the weekend with your family.

ROLE FOR AGRICULTURE EXTENSION OFFICER

You graduated from the national agricultural college last year. You are an enthusiastic and dedicated agriculture extension officer. You are determined to help local farmers increase their agricultural production. For example, you recently arranged a government loan for a local farmer so that he could buy a tractor. This is the first tractor in the district.

The village chief is very friendly to you. This is partly because you are helping his brothers improve the quality of the livestock on their farm.

You have a jeep assigned to you by the ministry of agriculture. You use the jeep every day to visit farms in the district. Your work depends on the jeep being available when you need it.

ROLE FOR FARMER

You have lived your entire life on a farm given to your father more than twenty-five years ago by the village chief. Out of gratitude, you and your family always do as the chief wishes.

Several months ago you bought a tractor with a government loan arranged by the new agriculture extension officer. This is the first tractor you have ever owned. It is also the first tractor in the entire district. You use the tractor every day on your farm for plowing, seeding, and fertilizing.

Before you bought the tractor, you used a horse to work your farm. You still use the horsecart to carry supplies and travel around the community.

ROLE FOR SHOPKEEPER

You have run a small village shop for many years, and you are a wealthy and respected person in the community. Your shop is located next to the health center. Many patients buy things while they are waiting to see the mid-level health worker. Your business has increased very much since the mid-level health worker arrived, because many more patients are now coming to the health center. Therefore, you are very happy to have a mid-level health worker working in the community.

You own a pickup truck which you use to transport goods from the district capital to your shop. You usually make one trip per week. The rest of the time, the truck is parked in front of the shop.

You always drive the truck yourself because you do not trust anyone else to drive it. In the past, you used to drive emergency cases to the hospital in the district capital. This meant closing your shop because you did not trust anyone else to run the shop while you were away. So years ago you stopped transporting emergency cases. You are going to the meeting called by the mid-level health worker, but you are determined not to let your pickup truck be used for transporting patients to the hospital.

Teaching Plan 8

Solving Transportation Problems

OBJECTIVE	Analyze and solve transportation problems.
METHODS	Individual written exercise, review in small groups, general class discussion
MATERIALS	Worksheet for Exercise 8, Student Text, Operations manual
PREPARATION	Prepare copies of the Worksheet for Exercise 8 which is included with this teaching plan. Give one to each student the day before they are to do Exercise 8, Solving Transportation Problems. Remind the students to review the Operations manual and the Student Text sections on solving transportation problems.

TIME: 2 hrs 15 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Begin Exercise 8, Solving Transportation Problems. Tell the students to work individually to read, analyze, and write solutions to the five transportation problems given to them. They should write the solutions in Column 1 of the worksheet. These problems are practical examples of some of the transportation problems listed in Section 4.6 of the Operations manual. Refer to this section for suggested solutions to the problems. | 30 min |
| 2. Divide the class into small groups. Tell the students to exchange papers and discuss solutions for each of the five transportation problems. The group members should write the group solution in Column 2 of the work- | 45 min |

TIME

sheet. Tell each group to choose a spokesman to present the group findings.

3. Reassemble the class. Ask the group spokesmen to report on solutions to the transportation problems. Begin with the first problem and continue until you have covered all five problems. There is no single correct solution to any of these problems. Students should discuss many alternative solutions. Help them see the consequences of each solution. For example, if the class decides that the best solution to Problem 1 is to call for an ambulance to come from the district hospital, you should point out that this will certainly take many hours. Perhaps it would be better to first ask the patient's family to arrange transport.

1 hr

WORKSHEET FOR EXERCISE 8

Solving Transportation Problems

COLUMN 1
(Write your solutions here)

COLUMN 2
(Write the group's solutions here)

Problem 1:	
Problem 2:	
Problem 3:	
Problem 4:	
Problem 5:	

Teaching Plan 9

Operating and Maintaining Bicycles and Motorcycles

OBJECTIVES	<ol style="list-style-type: none">1. Demonstrate how to operate a bicycle and motorcycle.2. Maintain and repair bicycles and motorcycles.3. Fill out a Motorcycle Travel and Maintenance Record
METHODS	Instruction and demonstration by instructor, drivers, and mechanics, skills practice
MATERIALS	Bicycles and motorcycles, tools and spare parts for bicycles and motorcycles, Operations manual, skill checklist for Operating and Maintaining Bicycles and Motorcycles, Motorcycle Travel and Maintenance Record
PREPARATION	Arrange for bicycle and motorcycle operators and mechanics to demonstrate operation, maintenance, and repair of bicycles and motorcycles. Arrange with the ministry of health to have enough bicycles, motorcycles, tools, and spare parts on hand so that all students can practice operating and repairing the bicycles and motorcycles. Prepare copies of the Motorcycle Travel and Maintenance Record.

TIME: 8 hrs 15 min

LEARNING ACTIVITIES

1. Begin Exercise 9, Operating and Maintaining Bicycles and Motorcycles. Give the students copies of the Motorcycle Travel and Maintenance Record. Demonstrate how to fill them out. Correctly filled out samples are included in

1 hr

TIME

Section 4.8 of the Operations manual. Answer any questions the students may have. Meet briefly with each of them and ask them to explain the forms to you. After you are satisfied that a student understands the travel and the maintenance record and can fill it out correctly, mark "yes" for item fourteen on the skill checklist.

- | | |
|---|--------|
| <p>2. Experienced driving instructors demonstrate how to ride a bicycle and motorcycle. Students should practice balancing, starting, stopping, using brakes, using gears, and making turns smoothly. Students will ask the instructors to evaluate their performance using the skill checklist. Two hours have been allocated for this part of the exercise. Not all students will learn to ride during this short time. Some will need to practice for days or even weeks. Make bicycles and motorcycles available to them for this purpose. All students must demonstrate an ability to ride before beginning the community phase of their training.</p> | 2 hrs |
| <p>3. Experienced bicycle and motorcycle mechanics demonstrate the maintenance and repair procedures listed on the skill checklist. Students should observe and then practice these procedures. Using the skill checklist, the mechanics should evaluate each student's skills. Give students who cannot do all the required procedures more time to practice. Evaluate them again at a later time. Again, students should be able to do all the maintenance and repair procedures before beginning the community phase of their training.</p> | 5 hrs |
| <p>4. Students summarize what they have learned during their study of the transportation unit and how they plan to use it in their work.</p> | 15 min |

Teaching Plan 10

Writing a Letter

- OBJECTIVES**
1. Explain the communication system at the health center.
 2. Demonstrate how to write a letter of request.
- METHODS** Self-instruction, class discussion, written exercise, group review
- MATERIALS** Student Text, Operations manual, paper and pens for writing a letter, chalkboard
- PREPARATION** Remind the students to study Section 5 of the Operations manual, read the Student Text - Unit 5, and answer the review questions. Read the answers to review questions and the discussion notes on communications before leading a class discussion of the review questions.

TIME: 2 hrs 15 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Use the review questions to lead a class discussion of the Operations manual and Student Text. | 1 hr |
| 2. Begin Exercise 10, Writing a Letter. Tell the students to write a letter based on the information given to them in Exercise 10. They may refer to their Operations manual. | 30 min |
| 3. Tell the students to form pairs, exchange papers, and discuss each other's letters. | 15 min |
| 4. Reassemble the class. Ask several students to read their letters. Discuss the content of the letters. Refer to the guidelines for writing | 30 min |

TIME

letters of request in Section 5.4 of the Operations manual. Do the letters answer the questions suggested in the guidelines? Is the style courteous and straightforward as suggested in the guidelines? Discuss the format of the letter. Use the chalkboard to illustrate the correct format.

ANSWERS TO REVIEW QUESTIONS

Communication

1. List five communication resources found at health centers.

- a. *Post office*
- b. *Messengers*
- c. *Telephone*
- d. *Two-way radio*
- e. *Telegraph*

DISCUSSION NOTE: Discuss how mid-level health workers can use these resources to support primary health care services.

2. TRUE (T) or FALSE (F)

F All messages should be written.

DISCUSSION NOTE: In emergencies, telephone or radio communication is best. Spoken messages are used if the person receiving the message is not able to read.

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

DISCUSSION NOTE: Tell the messenger what is in the message if it makes it more likely that he will deliver it promptly. For example, if there is an emergency, the messenger should be told.

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

DISCUSSION NOTE: Having the messenger repeat the instructions helps to make sure that he understands the instructions completely.

F All telegrams cost about the same.

DISCUSSION NOTE: Telegrams are charged by the word. Therefore, longer telegrams cost more.

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

3. What are the two advantages of written communication?

- a. *Provides a permanent, official record*
- b. *Same message can be sent to many persons*

DISCUSSION NOTE: Use this question to emphasize the importance of letters and memos as the only official communication within the ministry of health. Remind students to follow up telephone and other verbal communication with a letter if the subject is important.

Teaching Plan 11

Writing a Telegram

OBJECTIVE	Demonstrate how to write a telegram.
METHODS	Written exercise, group review, class discussion
MATERIALS	Paper and pens for writing telegrams, Operations manual for reference, Description of Cholera Outbreak for Exercise 11, chalkboard
PREPARATION	Read the Description of Cholera Outbreak for Exercise 11 included with this teaching plan before reading it to the class.

TIME: 1 hr 15 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Begin Exercise 11, Writing a Telegram. Read the description of the cholera outbreak to the class. Then tell the students that they are going to write a telegram based on the information you have just read. Read the description once more. Read slowly so students can make notes. | 10 min |
| 2. After you finish reading, ask the students to write a telegram. Students may refer to their Operations manual. | 20 min |
| 3. Tell the students to form pairs, exchange papers, and discuss each other's telegrams. | 15 min |
| 4. Reassemble the class. Ask several students to write their telegrams on the chalkboard. Based on the guidelines for communicating by telegram in Section 5.8 of the Operations manual, discuss the content, style, and format of telegrams. The telegrams should contain only | 30 min |

TIME

essential information but must communicate the urgency of the situation. All telegrams should end with a request for instructions, or at least a request to reply. See sample telegram below:

SATITOA HEALTH CENTER
TODAY'S DATE
NAME OF SUPERVISOR
ALEPATA DISTRICT HOSPITAL
NINE (9) ADULT CASES SEVERE
DIARRHEA/DEHYDRATION IN PAST FORTY-EIGHT (48)
HOURS. ALL VICTIMS FROM REFUGEE COMMUNITIES
IN NORTH. SUSPECT CHOLERA. PLS ADVISE.
URGENT.
NAME OF SENDER

138

Description of Cholera Outbreak for Exercise 11

You usually see about twenty adult patients a week at your health center. The patient load has been normal in recent months. You are seeing patients with the usual complaints of fever, diarrhea, upper respiratory infections, and occasional accidents. The rainy season has just started. In the past week there has been almost continuous heavy rain. It is Thursday. Already this week your health team has seen thirty adult patients. Yesterday and today, you treated five adults for severe diarrhea and dehydration. You suspect cholera because there was a similar outbreak last year during the rainy season. You cannot confirm that it is cholera because there is no lab at the health center. The road to the district hospital is washed out.

You talked with two community health workers this morning. They both reported two cases of adults with severe diarrhea and dehydration. These community health workers work in communities north of the health center where many refugees are living in crowded settlements. These refugee families are living in temporary structures of cardboard and tin sheeting. The refugee communities have no piped water or latrines.

It is now 10:30 a.m. You quickly review the patient register and discover that the five adults with diarrhea and dehydration that you treated are from the refugee communities north of the health center. It is clear there is a growing problem with a definite pattern. You discuss this with the nurse assistant, and you both agree that this appears to be a cholera outbreak. You decide to notify your supervisor at the district hospital.

Teaching Plan 12

Operating, Maintaining, and Repairing a Two-Way Radio

- OBJECTIVES**
1. Operate a two-way radio.
 2. Do preventive maintenance and repair work on a two-way radio.
- METHODS** Demonstration, student practice
- MATERIALS** Radio equipment including antenna and power source, tools and spare parts for radio equipment, Operations manual, skill checklist
- PREPARATION** Invite experienced radio equipment operators to demonstrate operation, maintenance, and repair skills to students. Arrange for two-way radio equipment, tools, and spare parts for Exercise 12.

TIME: 8 hrs 15 min

LEARNING ACTIVITIES

1. Begin Exercise 12: Operating, Maintaining, and Repairing a Two-Way Radio. Experienced radio operators demonstrate how to operate two-way radio equipment. Students practice using the radios and then ask the instructors to evaluate their performance using the skill checklist. Some students will not be able to learn to operate a radio in four hours. Make the radio equipment available to students over a period of several weeks. Tell them to continue to practice the skills taught to them in this exercise. All students must have learned to operate radio equipment before they begin the community phase of their training.

4 hrs

	<u>TIME</u>
<p>2. Experienced radio operators demonstrate the preventive maintenance and repair jobs listed on the skill checklist for this exercise. Tell the students to observe and then practice these jobs. Use the skill checklist to evaluate each student's skills. Students who cannot do all the jobs should be given more time to practice and then be evaluated at a later time. Students should receive a Satisfactory rating for each job on the skill checklist before they begin the community phase of training.</p>	4 hrs
<p>3. Ask the students to summarize what they have learned during this unit and how they plan to use it in their work.</p>	15 min

Teaching Plan 13

Recruiting and Selecting a Guard

- OBJECTIVES**
1. Explain the role of the mid-level health worker in the recruitment, selection, and orientation of local hire personnel.
 2. Prepare a job description and job requirements for use in the local hiring of health center personnel.

METHODS Class discussion, small group work, group presentations

MATERIALS Worksheet A for Exercise 13 for drafting a job description, Worksheet B for Exercise 13 for listing employment requirements, chalkboard

PREPARATION Remind the students to study Section 6 of the Operations manual, read Unit 6 of the Student Text, and answer the review questions. Read the answers to review questions and the discussion notes on recruitment, selection, and orientation before leading a class discussion of the review questions. Prepare copies of Worksheets A and B included with this teaching plan.

TIME: 2 hrs 30 min

LEARNING ACTIVITIES

1. Use the review questions on recruitment, selection, and orientation of local hire personnel to lead a class discussion of the Operations manual and Student Text.
2. Begin Exercise 13, Recruiting and Selecting a Guard. Divide the class into small working groups. Hand out Worksheets A and B for Exercise 13. Ask each group to select a discus-

1 hr 15 min

10 min

TIME

<p>sion leader and someone to take notes. Instruct the groups to draft a job description for a guard. Also, tell them to prepare a list of employment requirements to be used in employing someone in this position. When giving instructions, make certain the students know what is expected. Write some examples on the board and ask for comments and questions.</p>	
3. Groups discuss and write job description and employment requirements.	45 min
4. Reassemble the class. Call on the reporter from each group to present the group's recommendations.	20 min

ANSWERS TO REVIEW QUESTIONS

Recruitment, Selection, and Orientation

1. Knowing the personnel system rules and procedures, and applying them properly, assists the mid-level health worker in many ways. List three of these ways below:
 - a. *Allows the mid-level health worker to deal fairly with health center employees*
 - b. *Saves time in handling personnel matters*
 - c. *Saves trouble. Reduces possibility of making mistakes*
 - d. *Helps increase the interest and motivation of the staff*

DISCUSSION NOTE: Discuss how knowledge of the personnel system can help the mid-level health worker to carry out his work. The answers provide specific examples. Personnel skills are among the most important for the supervisory role which the mid-level health worker must play as a leader of the health team.

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

Step 1: *Consult with the health team.*

Step 2: *Make a list of job requirements.*

Step 3: *Post the job announcement in the health center and other public places.*

Step 4: *Obtain applications from the applicants.*

Step 5: *Review applications. Select three or more of the best candidates who meet the requirements.*

Step 6: *Interview the best candidates.*

Step 7: *Check references of final candidates.*

Step 8: *Notify the personnel officer of the final choices and receive approval.*

Step 9: *Review final choices with health center advisory committee or community leaders.*

Step 10: *Notify the first choice candidate. When he accepts, notify other candidates.*

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

Step 1: *Review the job description and special requirements of the job with the new employee.*

Step 2: *Review the performance evaluation system.*

Step 3: *Introduce the employee to other staff members.*

Step 4: *Conduct the employee on a tour of the health center. Explain the importance of what he sees to his job. Have him talk with patients and observe each of the tasks being performed. Make the new employee feel that he is a member of the health center team.*

DISCUSSION NOTE: These steps are described in Section 6.4 of the Operations manual. Point out that the orientation of new employees is frequently overlooked. This is a mistake as proper and thorough orientation can make the employee feel welcome. It can improve his motivation and help prevent mistakes. It can save both the mid-level health worker and his employee a great amount of time.

4. TRUE (T) or FALSE (F)

F Never ask non-professional employees who have routine tasks how to improve the way the work is done.

WORKSHEET A FOR EXERCISE 13

Job Description for a Guard

1. SUPERVISION

- a. Reports to: _____
- b. Supervises: _____

2. GENERAL DESCRIPTION OF DUTIES

3. SPECIFIC DUTIES

List and describe each duty. Estimate the percent of total working time spent on each duty.

	PERCENT OF WORK TIME
DUTY	
a. _____	_____
_____	_____
b. _____	_____
_____	_____
c. _____	_____
_____	_____
d. _____	_____
_____	_____
e. _____	_____
_____	_____



WORKSHEET B FOR EXERCISE 13
Employment Requirements for
Selection of a Guard

1. LIST OF REQUIRED SKILLS

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. LIST OF DESIRED SKILLS

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3. LIST OF SPECIAL REQUIREMENTS (Work hours, additional duties, special physical demands, etc.)

- a. _____
- b. _____
- c. _____

10/1

Teaching Plan 14

Making an Annual Leave Roster

- OBJECTIVES**
1. Explain the types of leave and the leave procedures.
 2. Work as a team to plan annual leave schedules.
 3. Demonstrate leadership and team building skills.

METHODS Class discussion, role-plays, group presentation

MATERIALS Worksheet for Annual Leave Roster, General Information Handout for Exercise 14, Role Descriptions for Exercise 14

PREPARATION Read the answers to review questions and the discussion notes on leave and leave procedures before leading a class discussion of the review questions.

Prepare copies of the General Information Handout for Exercise 14 and the Worksheet for an Annual Leave Roster included with this teaching plan. Give these materials to the students a day before the role-play exercise.

Prepare copies of the Role Descriptions for Exercise 14 included with this teaching plan.

TIME: 2 hrs 30 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Use the review questions on leave and leave procedures to lead a class discussion of the Operations manual and Student Text. | 1 hr |
| 2. Begin Exercise 14, Making an Annual Leave Roster. Divide the class into groups of five students each. Within each group, assign a student to the role of mid-level health worker, | 10 min |

TIME

auxiliary nurse, midwife, cleaner, or guard. Give each student a description of his assigned role. Tell them not to share these descriptions. Tell them to read their role descriptions.

3. Tell the groups to plan the annual leave schedule under the direction of the mid-level health worker by filling out the Annual Leave Roster Worksheet. Tell the groups that they have thirty minutes to completely fill in the worksheet with program activities and to agree on the annual leave for each team member. The mid-level health worker will give the dates of the critical program activities as listed on his role description. Each team member will give his desired leave time as listed in his role description.

30 min

4. On completion of the role-play, call on a member of each group to tell the class how conflicts were resolved and decisions made to complete the roster.

50 min

Each presentation is to be followed by brief comments by the instructor and class members. Useful comparisons can be made among the groups as to how they resolved the conflicts and the different patterns of solutions which emerged.

A copy of the completed Annual Leave Roster is included with this teaching plan. It shows the points of conflict between health center activities and the annual leave time wanted by each of the staff members.

These points of conflict are marked by circles. They will become apparent as the role-play proceeds. The challenge confronting each team leader is to resolve these conflicts. He should produce a schedule for the year which will meet the organization's needs and satisfy as far as possible the desires of the team members.

ANSWERS TO REVIEW QUESTIONS

Leave and Leave Procedures

1. List the five types of leave with pay for which ministry of health personnel are eligible.
 - a. *Annual leave*
 - b. *Sick leave*
 - c. *Leave for death in the family*
 - d. *Education or training leave*
 - e. *Maternity leave*

2. What are the steps involved in a health team member taking leave for the death of his brother?

Step 1: *Employee fills out Application for Leave form and submits two copies to the mid-level health worker.*

Step 2: *Mid-level health worker reviews application, approves or discusses changes with employee if request conflicts with program activities or overlaps with leaves of other employees. Mid-level health worker submits one signed copy to the personnel department and puts the other in the employee's personnel file.*

Step 3: *Personnel officer checks request against employee's records, approves or disapproves request. If personnel officer disapproves, reasons must be clearly stated. Information is entered in employee's permanent record and the signed form returned to the mid-level health worker.*

Step 4: *Mid-level health worker notes action taken, notifies the employee, and keeps the signed form in the employee's personnel file.*

DISCUSSION NOTE: A skill which the students should know well is how to fill out and process the Application for Leave form. Use this question to review the form and procedures outlined in Section 6.5 of the Operations manual.

3. Listed below are six approaches which a mid-level health worker might take in planning and scheduling leave for the health team. For each approach check whether you think it is a good approach or a poor one, and be prepared to discuss your views in class.

	In my view, this approach is	
	GOOD	POOR
The mid-level health worker should:		
a. Avoid having two members of the team on leave at the same time	x	
b. Prepare the Annual Leave Roster alone, without interference, and then show it to the staff		x
c. Encourage employees to take at least one week of their leave at a time to get a meaningful rest away from work	x	
d. Generally agree to the times requested by the employees without regard to program activities		x
e. Encourage employees to put off their leave and hold it over to the next year so they can have longer vacations		x
f. Review employee records before discussing leave with the staff. Make sure of the number of days they are entitled to and note their past years' preference for leave times.	x	

DISCUSSION NOTE: Emphasize that the supervisor should prepare a leave roster that meets both the requirements of the organization and the personal needs of the employees. To achieve this, the supervisor should not prepare the leave roster alone. He should involve the staff and try to meet their individual requirements.

Remind the students that the first responsibility of the supervisor and staff is to meet the requirements of the health services. They must avoid having two persons on leave at the same time and leaves conflicting with planned program activities.

15

GENERAL INFORMATION HANDOUT FOR EXERCISE 14

Making an Annual Leave Roster

TEAM MEMBER	LENGTH OF TIME EMPLOYED AT HEALTH CENTER	NUMBER WEEKS ELIGIBLE FOR LEAVE	OTHER RELEVANT INFORMATION
Mid-Level Health Worker	8 mos	3 wks	Conscientious, involves staff and listens to them.
Auxiliary Nurse	1 yr	2 wks	Recently trained; seems frustrated with her job; has been in conflict with midwife recently.
Midwife	5 yrs	3 wks	Steady, long-time worker; has little patience with younger, educated health workers; resents auxiliary nurse trying to take over prenatal clinics.
Cleaner	6 mos	1 wk	Brother of village chief.
Guard	5 yrs plus many years when health center was a dispensary	3 wks	Conscientious; hard worker; seldom asks for a favor; wife has been ill.

NOTE: It is understood that the cleaner and guard both remain at the health center to look after things when the other staff members are away. This includes the time other staff members spend attending the primary health care workshops and conducting community surveys.

ROLE DESCRIPTIONS FOR EXERCISE 14

Making an Annual Leave Roster

MID-LEVEL HEALTH WORKER

You have been the mid-level health worker for eight months. This is the first time you have prepared an Annual Leave Roster. You have been fairly successful in working with your health team. You make it a practice to consult with them on problems concerning their work.

You are a conscientious team leader. You are willing to listen to your staff and work with them. However, you feel that the health care activities of your health center must come before personal needs. You are determined to carry out the programmed activities. You enter them on the leave roster:

Special immunization clinics - first week of January, April, July, and October

Community surveys - second and third weeks of March, second and third weeks of September

Two community health worker training sessions - third weeks of May and November

Primary health care workshop at district headquarters - second week of April

Your sister is getting married on June 26. You plan to take leave on the second and third weeks of June. You are eligible for a total of three weeks' annual leave. You plan to take the third week in September to visit your mother in your village during the festival season.

AUXILIARY NURSE

As auxiliary nurse, you have had problems working as a team member. You feel the mid-level health worker has taken over responsibility for activities that you were trained to do. Also, you have been trying to introduce some modern ideas in the prenatal clinics but have run into conflicts with the midwife. You are not clear what is expected of you. You feel frustrated in your work.

You have been in the habit of taking your two weeks' annual leave the first two weeks of July. This is when your family has its annual reunion. It is one time of the year when you can get away from work and forget it. You have had enough of being pushed around. One thing is foremost in your mind when you enter the meeting. No one is going to take away your right to your leave when you want it!

MIDWIFE

You have been working at the health center as midwife ever since the old dispensary was upgraded five years ago. Your philosophy is: "Mind your own business. Do your job. Do not look for trouble unless someone tries to interfere with your work." Lately, the auxiliary nurse has been trying to take over the prenatal clinics with some new ideas she learned at school. It is time this nonsense stopped!

You have been delivering babies for five years and you know your job well. Therefore, you do not have much patience with these new, town-educated health workers. The primary health care workshop that your district medical officer holds each year is an example of how time can be wasted in a lot of talk. This workshop goes on while there are expectant mothers who need your attention back at the health center.

You are entitled to three weeks' vacation. You do not have any special plans. You enjoy relaxing at home with nothing to do. You have already planned to take leave the second and third week in April. You will take the remaining week at Christmas time, December 17 to 21.

CLEANER

You have been the cleaner for only six months. You got the job because your brother is the village chief.

Each year the village has a harvest festival. You always play an important role as a member of the official family.

This year the festival will be on September 23, 24, and 25. You will need two weeks off prior to the festival in order to get ready for it.

The festival conflicts with the community surveys scheduled in September. During that time you are expected to remain at the health center with the guard to look after things while the others are out doing the survey. But the festival has been going on for one hundred years, and you are honor-bound to pay homage to the harvest gods.

You are eligible for only one week vacation. But you are sure the mid-level health worker will be reasonable and will authorize two weeks. You will be able to make it up during the next six months.

GUARD

You have been working at the health center for five years. You also worked there for many years before that when it was a dispensary. You know everyone in the community and are well respected as a hard worker.

Your wife is going to the central hospital in the capital city in early March for an operation. You must accompany her. Therefore, you need to take leave the first and second weeks of March to be with her. You plan to take your third week of vacation the first week of September. You seldom ask for favors from your supervisor. You are sure the mid-level health worker will grant you time off to accompany your wife. Furthermore, you have already assured your wife there will be no problem in getting leave in March.

ANNUAL LEAVE ROSTER WORKSHEET

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1st week	<u>1 TO 7</u>	<u>5 TO 11</u>	<u>5 TO 11</u>	<u>2 TO 8</u>	<u>30 TO 6</u>	<u>4 TO 10</u>	<u>2 TO 8</u>	<u>6 TO 12</u>	<u>3 TO 9</u>	<u>1 TO 7</u>	<u>5 TO 11</u>	<u>3 TO 9</u>
2nd week	<u>8 TO 14</u>	<u>12 TO 18</u>	<u>12 TO 18</u>	<u>9 TO 15</u>	<u>7 TO 13</u>	<u>11 TO 17</u>	<u>7 TO 13</u>	<u>13 TO 19</u>	<u>10 TO 16</u>	<u>8 TO 14</u>	<u>12 TO 18</u>	<u>10 TO 16</u>
3rd week	<u>15 TO 21</u>	<u>19 TO 25</u>	<u>19 TO 25</u>	<u>16 TO 22</u>	<u>14 TO 20</u>	<u>18 TO 24</u>	<u>16 TO 22</u>	<u>20 TO 26</u>	<u>17 TO 23</u>	<u>15 TO 21</u>	<u>19 TO 25</u>	<u>17 TO 23</u>
4th week	<u>22 TO 28</u>	<u>26 TO 4</u>	<u>26 TO 1</u>	<u>23 TO 29</u>	<u>21 TO 27</u>	<u>25 TO 1</u>	<u>23 TO 29</u>	<u>27 TO 2</u>	<u>24 TO 30</u>	<u>22 TO 28</u>	<u>26 TO 2</u>	<u>24 TO 30</u>
5th week	<u>29 TO 4</u>	<u>— TO —</u>	<u>30 TO 5</u>	<u>— TO —</u>	<u>— TO —</u>	<u>29 TO 4</u>	<u>— TO —</u>	<u>— TO —</u>				

COMPLETED ANNUAL LEAVE ROSTER FOR EXERCISE 14
(Points of conflict shown in circles)

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1st week	<u>1 TO 7</u> Immunization Clinic	<u>5 TO 11</u>	<u>5 TO 11</u> Guard	<u>2 TO 8</u> Immunization Clinic	<u>30 TO 6</u>	<u>4 TO 10</u>	<u>2 TO 8</u> Immun. Clinic Nurse Asst.	<u>6 TO 12</u>	<u>3 TO 9</u> Guard	<u>1 TO 7</u> Immunization Clinic	<u>5 TO 11</u>	<u>3 TO 9</u>
2nd week	<u>8 TO 14</u>	<u>12 TO 18</u>	<u>12 TO 18</u> Community Surveys Guard	<u>9 TO 15</u> PHO Workshop Midwife	<u>7 TO 13</u>	<u>11 TO 17</u> MLHW	<u>7 TO 15</u> Nurse Asst.	<u>13 TO 19</u>	<u>10 TO 16</u> Community Surveys Clearer	<u>8 TO 14</u>	<u>12 TO 18</u>	<u>10 TO 16</u>
3rd week	<u>15 TO 21</u>	<u>19 TO 25</u>	<u>19 TO 25</u> Community Surveys	<u>16 TO 22</u> Midwife	<u>14 TO 20</u> CHW Training Session	<u>18 TO 24</u> MLHW	<u>16 TO 22</u>	<u>20 TO 26</u>	<u>17 TO 23</u> Community Surveys Clearer MLHW	<u>15 TO 21</u>	<u>19 TO 25</u> AHN Training Session	<u>17 TO 23</u> Midwife
4th week	<u>22 TO 28</u>	<u>26 TO 4</u>	<u>26 TO 1</u>	<u>23 TO 29</u>	<u>21 TO 27</u>	<u>25 TO 1</u>	<u>23 TO 29</u>	<u>27 TO 2</u>	<u>24 TO 30</u>	<u>22 TO 28</u>	<u>26 TO 2</u>	<u>24 TO 30</u>
5th week	<u>29 TO 4</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>	<u>— TO —</u>

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Teaching Plan 15

Evaluating Job Performance

OBJECTIVES	<ol style="list-style-type: none">1. Explain the mid-level health worker's role in performance evaluation.2. Fill out an Annual Performance Evaluation form and prepare for an annual performance evaluation meeting with an employee.
METHODS	Class discussion, individual written exercises with sample case, class discussion
MATERIALS	Two copies of the Annual Performance Evaluation form for each student, Student Text, Operations manual, Handout for Exercise 15, chalkboard
PREPARATION	Read the answers to review questions and discussion notes on performance evaluation before leading a class discussion of the review questions. Prepare copies of the Annual Performance Evaluation form. Prepare copies of the Handout for Exercise 15, the Performance of Mary Wutani.

TIME: 3 hrs

LEARNING ACTIVITIES

1. Use the review questions on performance evaluation to lead a class discussion of the Operations manual and Student Text.	1 hr
2. Begin Exercise 15, Evaluating Job Performance. Review the Annual Performance Evaluation form and ask if there are any questions.	15 min
3. Tell the students to work individually to conduct a self-evaluation, following the instructions in Exercise 15 in the Student Text. Remind the class that this is a confidential exercise. It	45 min

	TIME
should assist them in learning how to look at others by looking at themselves. The forms will not be shared or turned in.	
4. Following the self-evaluation, distribute the Performance of Mary Wutani handout. Tell the students to prepare a performance evaluation of this case. Remind them that they should list three strengths and three areas in need of improvement. They should also prepare a plan for improving Mary Wutani's work.	30 min
5. Ask students to report on how they completed the exercise. Use the chalkboard to compare different student ratings on the form. Also compare the strengths and the points needing improvement in the joint work plan. List all the points brought up by the students.	30 min
6. In closing, suggest that the students keep their self-evaluation and look at it from time to time. It can help them improve their performance as students.	

ANSWERS TO REVIEW QUESTIONS

Performance Evaluation

1. TRUE (T) or FALSE (F)

F An employee's performance should be evaluated only once each year.

DISCUSSION NOTE: Develop a discussion around this question to reinforce the idea that performance evaluation is an ongoing part of supervision. Give examples of how performance evaluation is done in daily contact with the employee through advice, assistance, on-the-job training, and sometimes with just a word of encouragement.

2. What are the seven steps of an annual performance evaluation review?

- Step 1:** *Mid-level health worker gathers the employee's job description, plan for improving performance from the previous year, and other records related to the employee's job performance.*
- Step 2:** *Mid-level health worker compares employee's performance for the past year with the job standards and fills in Part I of the Annual Performance Evaluation form.*
- Step 3:** *Mid-level health worker reviews Part I of the form with his district supervisor.*
- Step 4:** *Mid-level health worker prepares to meet with the employee.*
- Step 5:** *Mid-level health worker meets with the employee and works out a plan for improving the employee's performance.*
- Step 6:** *Mid-level health worker and the employee sign the form. The mid-level health worker submits the original form to his supervisor, places a copy in the employee's confidential file, and gives a copy to the employee.*
- Step 7:** *The mid-level health worker and the employee carry out the joint work plan.*

3. TRUE (T) or FALSE (F)

T Performance evaluation is an effort shared by the mid-level health worker and the employee.

DISCUSSION NOTE: As you discuss this question, make it clear that performance evaluation is an effort the employee and his supervisor share. They prepare a plan to help improve the employee's performance. Both supervisor and employee must be involved in preparing the plan and in carrying it out.

The supervisor's role includes observing the employee's work and offering advice and suggestions. He should demonstrate better ways of doing things, give assistance, provide training, arrange for better working conditions, and offer encouragement and moral support.

4. How can the mid-level health worker follow up after the annual performance evaluation?

The mid-level health worker can work on the specific tasks agreed to in the plan for improving the employee's performance; hold review meetings with the employee on the dates agreed to; and provide support, leadership, and motivation on a daily basis.

DISCUSSION NOTE: Use this question to emphasize the importance of follow-up. Ask the students to suggest more ways it can be done.

HANDOUT FOR EXERCISE 15

The Performance of Mary Wutani

Mary Wutani has been an auxiliary nurse in your health center for three years. She is married. Her husband lives in the capital city 300 km away. Her mother, who also lives in the capital city, cares for Mary's three small children.

Mary is a good worker, but she needs improvement in some areas. For example, she has forgotten some of her earlier professional training through lack of practice.

Mary's relations with patients are outstanding. She gets along very well with the mothers. She takes a genuine interest in their children. She usually gets along well with her fellow health team members. But lately there has been some disagreement and aggravation. The guard said to you last week, "Mary is not like her old self."

This past year she has been absent from work a number of times. You have learned that one of her children has been ill and she has been making more than the usual number of trips to the capital city.

Mary was more energetic and worked harder when she first came to the health center. She once told you that she would like to qualify for a special continuing education course. She is neat in appearance. She is usually cooperative except for some recent disagreements with health team members. What she does know how to do, she does well.

Teaching Plan 16

Solving Disciplinary Problems

- OBJECTIVES**
1. Explain the role of the mid-level health worker in disciplinary actions and grievance procedures.
 2. Describe how to manage disciplinary problems with the health center staff.

METHODS Class discussion, small group work

MATERIALS Handout for Exercise 16, chalkboard

PREPARATION Read the answers to review questions and discussion notes on disciplinary actions and grievance procedures before leading a class discussion of the review questions. Prepare copies of the Handout for Exercise 16 included with this teaching plan.

TIME: 4 hrs 10 min

LEARNING ACTIVITIES

- | | |
|---|-------------|
| 1. Use the review questions on disciplinary actions and grievance procedures to lead a class discussion of the Operations manual and Student Text. | 1 hr |
| 2. Begin Exercise 16, Solving Disciplinary Problems. Hand out the case studies. Divide the class into small groups. Tell the groups to work with one case study at a time. | 10 min |
| 3. Tell the groups that each student should read the first case study problem by himself. The group should then discuss it and consider possible answers to the questions asked. No question has a single right answer. The students should list alternative answers on their papers. | 20 min |
| 4. The groups should then repeat the exercise for the remaining four case studies. | 1 hr 20 min |

	TIME
5. Reassemble the class. Ask group members to give their answers. Ask others for alternative answers. Ask one group to challenge another. Develop discussion on selected questions. Urge the students to make notes on their papers for future reference.	1 hr
6. Ask the students to summarize what they have learned during their study of the personnel unit and how they plan to use it in their work.	20 min

ANSWERS TO REVIEW QUESTIONS

Disciplinary Action and Grievance Procedures

1. TRUE (T) or FALSE (F)

F When an employee breaks a rule, you should ignore it and hope he will realize he made a mistake and correct it himself.

DISCUSSION NOTE: Emphasize that the approach to maintaining discipline should be one of prevention, not cure. Mid-level health workers should discuss problems with employees when they first occur. This way, they can deal with them when they are small and manageable.

T As supervisors we should see ourselves as advisors and helpers rather than as bosses who give out punishment to our staff.

DISCUSSION NOTE: Point out that good supervision means helping your employees. By helping the employee, the mid-level health worker can usually prevent problems that will call for disciplinary action from arising. The supervisor is an advisor and helper. He only punishes when advising and helping fail to get results.

2. Taking disciplinary action with an employee normally involves five steps or levels. Select the five from the following list and number them in order from 1 to 5.

___ Send a memo to personnel department

___ Give the employee a leave of absence without pay

5 Recommend a dismissal or transfer

___ Meet with the health center staff to discuss the employee's problem

2 Hold a warning interview

4 Suspend the employee for one or two days

1 Give the employee a friendly, verbal warning

— Consult with the employee's co-workers, patients, family, and friends to try and find out what the problem is

3 Give the employee a formal, written warning

DISCUSSION NOTE: Review the five levels of disciplinary action contained in the Operations manual. These are formal steps. If the problem is a minor one, it should be handled informally through discussion and helpful advice first.

3. One of your staff members thinks she is being treated unfairly. She wants to file a grievance. What guidelines should you follow for handling such a situation?
- a. *Meet in private with the employee.*
 - b. *Hear the complaint.*
 - c. *Try to determine if there is a hidden cause.*
 - d. *Write down the employee's statement. Have her agree that it is correct.*
 - e. *Explain the employee's rights and procedures as they are listed in the civil service manual.*
 - f. *Set a time when the answer will be given. Do not make promises.*
 - g. *Gather facts. Check policies and regulations, past practices and decisions. Consult with the district supervisor. Make a decision.*
 - h. *Hold a second meeting with the employee. Explain the decision.*
 - i. *If the employee does not agree, inform her of the right to appeal.*
 - j. *Give the employee a Personnel Grievance form to fill out.*
 - k. *After the employee fills out the form, fill out Part II, and submit copies to employee and district supervisor.*

DISCUSSION NOTE: Any eight of the eleven guidelines listed will qualify for a correct answer. This answer will serve as a good check-list for reviewing the guidelines for handling grievances.

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HANDOUT FOR EXERCISE 16

Problems in Disciplinary Action

Case Study 1

Michael, the guard at your health center, has been coming to work a little later each evening. Last week, you found food scattered around the waiting area. Joseph, the cleaner, has complained that this has happened a number of times recently. Last night you heard a lot of noise coming from the health center. You heard female voices laughing and people speaking loudly.

This morning a member of the village development committee walked into the health center. He was angry. He said: "Why can't you control your staff? Your guard has been drinking on the job. He is giving the health center a bad name. You must stop this immediately."

You are not sure if Michael was actually drinking, but you think he was. The committee member had no reason to lie. The information you have from Joseph supports this.

You have called Michael into your office. This will be the first time you have spoken to him about his behavior. What are you going to say? What will you do about Michael's behavior?

Case Study 2

Louise, your nurse assistant, has been making home visits, usually at night. She likes doing this. You have told her how pleased you are to see her taking this added responsibility.

Today, two members of the community came to you to tell you that they think home visits should be free. They said the nurse assistant has been making them pay each time she comes. They say they do not mind paying for drugs, but they do not think they should pay for home visits.

You are upset that Louise has been charging for services. This is clearly against ministry of health rules. You are also very embarrassed that while you have been telling her how well she has been doing, she

has been taking advantage of her position. You feel she has made a fool of you.

Louise has just come into your office. What will you say and do?

Case Study 3

For the first six months your cleaner, Joseph, was a very good worker. He came to work on time. He worked hard. He did things without being told.

But lately he has been doing poorly. His work is not good. He has been coming in late and leaving early. You also know that his wife and two of his six children are sick. He says his pay is not enough to buy the food his family needs. Last week you discovered some drugs had been taken from the storeroom. You have been told that Joseph took them and sold them to buy food for his family. You think this is probably true. What are you going to do? What will you say to Joseph? What action will you take?

Case Study 4

Matilda is the health center's midwife. She is fifty-five years old. She has been an employee of the ministry of health for seventeen years. She comes from a town not far from the health center. She is from the Mulungi ethnic group. The Mulungi are a rural people. Many families in the health center services area are Mulungis. You are of the Moragay tribe. The Moragay are city people, active in business, government, and education. You are twenty-seven years old.

Matilda was working at the health center when you came six months ago. She knows her job well. She does it satisfactorily. But there are limits to what she is willing to do. She does not go out of her way to help other members of the team.

At first when you came she was very punctual and worked hard. In recent weeks she has been showing up late for work. Last week she left her post during the day on two occasions. Three days ago, you heard she had been in the village passing the time of day with some of her friends.

On Monday you spoke informally with Matilda when you had a moment alone during tea break. You did it in a friendly manner, calling attention to her tardiness and saying that you did not think it was fair to the others. You asked her if there were any reasons, a

problem at home perhaps? She replied, "Oh, no, everything is fine at home." That was the only response you got at that time.

It is now Thursday. Matilda comes to work an hour late. This causes a problem for other members of the team as there are a large number of women and children waiting for the well baby clinic. Now, the last patient is seen. The staff is cleaning up. You decide you must take formal action before things get worse and have a bad effect on the other team members. You approach Matilda and ask her to come to your office for a brief meeting.

How will you open the conversation? What questions will you ask? What action will you take?

Case Study 5

The traditional healers have been complaining that you are not working with them. They say you are avoiding them. They feel that you do not respect their skills and that the health center tells people not to go to them. You do not think this is true. Your staff members tell you they have never said such a thing to anyone. But you feel more cooperation is possible.

A member of the traditional healers association is coming into your office now. He looks angry. What are you going to do? How will you settle this complaint?

Teaching Plan 17

Accounting for Cash Receipts

OBJECTIVES	<ol style="list-style-type: none">1. Explain the role of the mid-level health worker in the financial system at the health center level.2. Demonstrate how to account for cash received at the health center
METHODS	Class discussion, written exercise, review in small groups, demonstration
MATERIALS	Operations manual - Section 7; Student Text - Unit 7; Handout for Exercise 17, Midwife's List of Cash Received; pages from the Cash Receipts Book; chalkboard
PREPARATION	Remind the students to study Section 7 of the Operations manual, read Unit 7 of the Student Text, and answer the review questions. Read the answers to review questions and the discussion notes on finance before leading a class discussion of the review questions. Prepare copies of the Handout for Exercise 17, Midwife's List of Cash Received, included in this teaching plan. Prepare copies of blank pages from the Cash Receipts Book.

TIME: 3 hrs

LEARNING ACTIVITIES

1. Use the review questions on finance to lead a class discussion of the Operations manual and Student Text.
2. Begin Exercise 17, Accounting for Cash Receipts. Hand out the Midwife's List of Cash Received and the blank Cash Receipts Book

2 hrs

20 min

	<u>TIME</u>
pages for Exercise 17. The students work alone to complete the Cash Receipts Book.	
3. Divide the class into groups of three. Tell the students to exchange papers with others in their group and review them. The students should make notes and list questions to raise during the general class discussion.	15 min
4. Lead a class discussion. Call on students to explain how they completed the exercise. Invite comments from the others. Ask the students to present the problems and questions they noted during the small group discussions. Finally, ask a student to explain the correct procedure. Write it on the chalkboard. Remind all students to make notes in their Operations manuals for future reference.	25 min

ANSWERS TO REVIEW QUESTIONS

Finance

1. Check the correct answer. All payments are made by the:
 District and regional ministry of health finance officers
 District and regional medical officers of health
 Treasury
 Regional and central hospitals
2. Name and explain the two major parts of the annual budget estimates.
 - a. *Recurrent expenditures: the continuing costs of the ministry of health such as salaries, travel, drugs, and supplies.*
 - b. *Capital expenditures: costs of buildings and equipment which normally last for more than one year.*
3. What is your role as a mid-level health worker in making the annual estimates?

To submit information on problems and needs at the local level. To submit a list of specific needs, with an explanation of the needs by the first of July of each year.

DISCUSSION NOTE: While the mid-level health worker does not get directly involved in the budgeting and financial procedures of the ministry of health, he can serve as an important source of information on program needs. You should provide him with a basic understanding of the finance system, and of the budgeting process and his role in this process.

4. In what way can a mid-level health worker add to the government resources available for primary health care work?

By getting help from individuals and groups in the community.

DISCUSSION NOTE: Ask for suggestions from your students on how to get this type of help. Ask them to discuss experiences which they may have had in getting community support.

5. TRUE (T) or FALSE (F)

- T You should always give a receipt when receiving money.
- F More than one person can be responsible for the money on hand in the health center at any one time.
- T You should keep money in a secure place and give it to your supervisor or officer responsible for finances on a regular basis.
- T The person in charge of the health center should maintain a daily record of receipts.
- F All patients are required to pay fees no matter how rich or poor they are.

DISCUSSION NOTE: This series of questions provides the opportunity to review the principles involved in handling cash receipts at the health center.

6. List the seven items of information which should be contained in the health center Cash Receipts Book.

- a. *Date of each item*
- b. *Amount of each item*
- c. *Initials of person making the entry*
- d. *Name of person who paid, or source of funds such as patient fees collected for the day*
- e. *Statement of what the money was collected for*
- f. *Total amount turned over to supervisor*
- g. *Initials of supervisor receiving amount turned over*

DISCUSSION NOTE: In the discussion of this question, review the form with the class. This will be useful preparation for the skills practice and exercise that follow.

7. Explain the difference between pay procedures for medical personnel and locally hired personnel.

Medical personnel are paid monthly by check. Locally hired personnel are paid weekly in cash

8. What should you do about a mistake that occurs in your paycheck?
Send a memo to the district supervisor pointing out the mistake.

9. What four types of reimbursement can a government employee claim when carrying out official duties?

- a. *Subsistence allowance when on a job away from his post overnight*
- b. *Transportation expenses when on official duty*
- c. *Payment for use of personal vehicle when on official duty*
- d. *Travel allowance for annual leave*

DISCUSSION NOTE: Emphasize that the subsistence allowance, transportation expenses, and payment for use of personal vehicle are only paid when on official duty. Advise your students to check first with their supervisor before making travel arrangements or incurring expense to get authorization and make certain the money will be paid.

10. What form is used to apply for collection of travel and subsistence expenses?

Payment Voucher for Travel and Subsistence Expenses

11. Briefly describe the procedure for processing this form and collecting the money due you.

Get your supervisor's approval in advance. Fill out the form in triplicate. Attach receipts for all expenses claimed. Submit the original and one copy to your supervisor. Keep one copy for your personal records.

DISCUSSION NOTE: Review the form with the class. This will be useful preparation for the skills practice and exercise that follow.

HANDOUT FOR EXERCISE 17

Midwife's List of Cash Received

Money Received, November 2 - 6

November 2	Miscellaneous patient fees Fees from Patient Registration Book	\$ 1.20
	K. Amaah .20	
	M. Asare .20	
	P. Ahmaad .40	
	J. Asante .30	
	V. Boocheme <u>.20</u>	1.30
November 3	Miscellaneous patient fees Fee for delivering baby, L. Mills Fees from Patient Registration Book	.40 6.00
	S. Maato .20	
	M. Bader .20	
	V. Otoo <u>.20</u>	.60
November 4	Fees from Patient Registration Book G. Oduro .20 A. Toyah .20 M. Nimo .20 E. Quarshire .30 H. Dade <u>.20</u>	1.10
November 5	Miscellaneous patient fees Fee for delivering baby, S. Prince Fees from Patient Registration Book F. Tanwiah .20 P. Dawson .20 V. Kwahu <u>.20</u>	1.50 6.00 .60
November 6	Fees from Patient Registration Book A. Amkrah .40 B. Akim .20 A. Akiwumi .20 S. Quartey <u>.20</u>	1.00
	TOTAL MONEY COLLECTED	\$19.70

/s/P.C. Evans, Midwife
November 6, 1983

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Teaching Plan 18

Applying for Travel and Subsistence Allowances

OBJECTIVE	Prepare applications for travel and subsistence allowances.
METHOD	Written assignments, review and critique in small groups, class discussion
MATERIALS	Payment Voucher for Travel and Subsistence Expenses; chalkboard
PREPARATION	Prepare copies of the payment voucher form for Exercise 18.

TIME: 1 hr 15 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Begin Exercise 18, Applying for Travel and Subsistence Allowance. Tell the class to prepare a payment voucher for the travel and subsistence claim in Exercise 18. | 20 min |
| 2. On completion of the individual exercises, divide the class into groups of three. Instruct the students to exchange papers and review them. During the small group work the students should make notes and list questions to raise during the general class discussion. | 20 min |
| 3. Reassemble the class. Call on one or more students to explain how they completed the exercise. Invite comments from the others. Ask the students to present the specific problems and questions noted during the small group discussions. Finally, ask a student to | 20 min |

TIME

explain the correct procedure. Write it on the chalkboard. Remind all students to make notes in their Operations manuals for future reference.

4. Ask the students to summarize what they have learned during their study of this unit and how they plan to use it in their work.

15 min

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Teaching Plan 19

Using Patient-Held Cards

- OBJECTIVES**
1. Explain the health information system at the health center level.
 2. Demonstrate how to fill out a Patient Card and an Under-Five Card.
- METHOD** Class discussion, individual work, mini role-play
- MATERIALS** Operations manual - Section 8, Student Text - Unit 8, blank Patient Card and Under-Five Card for Exercise 19
- PREPARATION** Remind the students to read the Operations manual - Section 8 and the Student Text - Unit 8, and answer the review questions. Read the answers to review questions and the discussion notes before leading a class discussion of the review questions. Prepare copies of the Patient Card and Under-Five Card.

TIME: 2 hrs

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Use the review questions to lead a discussion of the health information system, Section 8 of the Operations manual and Unit 8 of the Student Text. | 45 min |
| 2. Begin Exercise 19, Using Patient-Held Cards. Tell the students to work individually to fill out the Patient Card. Each student uses his own medical history to fill out the card. | 10 min |
| 3. Divide students into pairs for a role-play using the Patient Cards they have just filled out. This | 20 min |

	TIME
role-play is described in Exercise 19 in the Student Text	
4. Then tell the students to work individually to fill out an Under-Five Card for their own child or a child that they know well	10 min
5. Divide the class into pairs for a second role-play using the Under-Five Cards they have just filled out	20 min
6. Reassemble the class and discuss the exercise. Remind the students to keep their cards to use in Exercise 20.	15 min

ANSWERS TO REVIEW QUESTIONS

Health Information

1. You will use three types of health information records:

- a. Patient held cards
- b. Health center cards
- c. Report forms

Write beside each health record listed below the letter that corresponds to its type of health information.

- a Under-Five Card
- b Diary of Health Activities
- b Patient Register
- a Patient Card
- c Notification of Birth
- b Labor Chart
- c Monthly Patient Report
- a Maternity Card
- b Follow-Up Book
- c Notification of Death

DISCUSSION NOTE: The answers to this question are a good indication of whether students know how to use the forms listed above. Use this question to review each of the forms to make sure the class understands how to use them.

2. Explain the meaning of the following:

- | | | | |
|----|-------------------------------|-----|------------------------|
| PC | - <i>presenting complaint</i> | abd | - <i>abdomen</i> |
| Dx | - <i>diagnosis</i> | IM | - <i>intramuscular</i> |
| ∅ | - <i>nothing nil</i> | NAD | - <i>normal</i> |
| Fx | - <i>fracture</i> | Rx | - <i>treatment</i> |
| ̄ | - <i>without</i> | | |

DISCUSSION NOTE: The purpose of this question is to see whether students know medical shorthand symbols. Students should memorize all the symbols listed in Section 8.2 of the Operations manual. Write symbols on the chalkboard and call on students to identify them.

3. The ministry of health depends on *mid-level health workers* to provide information about health conditions in rural areas of the country.

DISCUSSION NOTE: Emphasize the importance of information reported by mid-level health workers in helping the ministry of health monitor health conditions in the rural areas. Also mention other sources of information such as public health nurses and sanitation inspectors, but stress the primary importance of mid-level health workers.

4. Four uses of health information are discussed in the Text. List three of them.

- a. *Identifying health problems and health needs in a community*
- b. *Planning health services to meet the health problems*
- c. *Evaluating health team performance*
- d. *Justifying requests for support*

DISCUSSION NOTE: Students may list other uses of health information besides those above. However, the class discussion should cover these four general areas. Encourage students to think of other uses for health information and give examples.

5. TRUE (T) or FALSE (F)

 T Patient-held cards are good for people who move from place to place.

 F Mid-level health workers use patient-held cards to compile monthly reports.

 F Patient-held cards encourage people to take an interest in their health.

 F Patient-held cards can be kept at the health center overnight if the patient is returning the next day for follow-up treatment.

DISCUSSION NOTE: This question is meant to lead to a class discussion of patient-held cards. What are they? Why and how are they used? What are the advantages and disadvantages of patient-held card systems?

2. The MLHW writes a patient referral report on patient-held cards.

DISCUSSION NOTE: Be sure that students understand that there is not a special form for patient referral reports. Instead, they write the referral report on the patient's card, which the patient takes with him to the referral hospital.

7. TRUE (T) of FALSE (F)

F When a mid-level health worker visits a home to treat a patient, he takes along the Patient Register to record the necessary information.

DISCUSSION NOTE: The Patient Register is never to be taken out of the health center. However, if a patient is treated at home, the mid-level health worker should enter this information in the Patient Register as soon as he returns to the health center.

8. How many copies of the Monthly Patient Report do you make? Where do you send the original and the copies?

We make the original and one copy. We send the original to the supervisor and keep the copy in the Workload Statistics file.

DISCUSSION NOTE: The purpose of this question is to make sure students know how to use the Operations manual to find out where to send reports.

Teaching Plan 20

Using the Health Center Books

OBJECTIVE	Demonstrate how to record information in health center books.
METHOD	Written exercise, class discussion
MATERIALS	Student Text, Operations manual, completed cards from Exercise 19, blank pages from the health center books, chalkboard
PREPARATION	Prepare copies of the pages from the health center books to use in Exercise 20.

TIME: 1 hr 30 min

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Tell the students to work alone to transfer the patient information onto the health center books. Urge students to use the Operations manual as a reference while doing this exercise. | 45 min |
| 2. Ask students to demonstrate on the chalkboard how they summarized the patient information. Students should have used medical shorthand wherever possible. | 45 min |
| 3. Collect the cards filled out in Exercise 19 and the forms used in Exercise 20. Review these materials. Return them to the students with the corrections marked. | |

Teaching Plan 21

Filling Out a Monthly Patient Report

OBJECTIVE	Demonstrate how to transfer information from a Patient Register to a Monthly Patient Report.
METHOD	Group exercise, class discussion
MATERIALS	Patient Register handout, Monthly Patient Report form, Operations manual
PREPARATION	Prepare copies of the Patient Register for Exercise 21 included with this teaching plan. Prepare copies of the Monthly Patient Report.

TIME: 2 hrs

LEARNING ACTIVITIES

- | | |
|---|--------|
| 1. Hand out the Patient Register and Monthly Patient Report forms. Divide the class into groups of two to four students. Each group will fill out a Monthly Patient Report based on the information provided on the Patient Register. | 1 hr |
| 2. Ask the groups to exchange and compare papers. This will take only a few minutes. Then lead a class discussion of the exercise and answer any questions that the students have. | 45 min |
| 3. Ask the students to summarize what they have learned in this unit and how they plan to use it in their work. | 15 min |

Patient Register

Health Center *Waimea*

Location *Upolu District*

DATE	NAME OF PATIENT	ADDRESS	AGE	SEX		DIAGNOSIS	DRUGS DISPENSED	FEES COLLECTED
				M	F			
1 Sept	<i>Olga Corb</i>	<i>Hopewell</i>	40		x	<i>Malaria</i>	<i>Chloroquine 7 tabs</i>	
1 Sept	<i>Florence Williams</i>	<i>Guyville</i>	6mo		x	<i>Diarrhea</i>	<i>φ</i>	
1 Sept	<i>Hazel Armstrong</i>	<i>Guyville</i>	20		x	<i>Prenatal</i>	<i>Ferrous sulfate 100 tabs</i>	
1 Sept	<i>Michael Charles</i>	<i>Hopewell</i>	35		x	<i>Diarrhea</i>	<i>φ</i>	
1 Sept	<i>Jennifer Gomez</i>	<i>Guyville</i>	19		x	<i>Otitis media</i>	<i>Penicillin 25 mg 40 tabs</i> <i>2.4 ml penicillin benz injection</i>	
2 Sept	<i>Ureula Sampson</i>	<i>Guyville</i>	24		x	<i>Syphilis</i>		
2 Sept	<i>Gladya Baker</i>	<i>Guyville</i>	47		x	<i>Diarrhea</i>	<i>Metronidazole 42 tabs</i>	
2 Sept	<i>Pamela Blair</i>	<i>Guyville</i>	22		x	<i>Gonorrhea</i>	<i>Procaine pen. 4.8 ml;</i> <i>probenecid 2 tabs</i>	
2 Sept	<i>James Ramchaman</i>	<i>Guyville</i>	2		x	<i>Diarrhea</i>	<i>φ</i>	
2 Sept	<i>Rutt Dawson</i>	<i>Guyville</i>	57		x	<i>Diarrhea</i>	<i>φ</i>	
2 Sept	<i>Jacqueline Lepp</i>	<i>Guyville</i>	4		x	<i>Diarrhea</i>	<i>Nidnamide 4 tabs</i>	
2 Sept	<i>Olga Gibson</i>	<i>Guyville</i>	29		x	<i>Prenatal</i>	<i>Ferrous sulfate 100 tabs;</i> <i>folic acid 36 tabs</i>	
3 Sept	<i>Mary Bryant</i>	<i>Guyville</i>	67		x	<i>Malaria</i>	<i>Chloroquine 7 tabs</i>	
3 Sept	<i>Faye Qualls</i>	<i>Casava</i>	1		x	<i>Measles</i>	<i>φ</i>	
6 Sept	<i>Rosalyn Qualls</i>	<i>Casava</i>	38		x	<i>URI</i>	<i>Aspirin 20 tabs</i>	
6 Sept	<i>Sylvia Emmett</i>	<i>Casava</i>	40		x	<i>Mental disorder</i> <i>--- referred</i>	<i>φ</i>	
6 Sept	<i>Terrence Egerton</i>	<i>Guyville</i>	3mo		x	<i>Will baby</i>	<i>DPT, polio</i>	

Patient Register

Health Center *Waimoa*

Location *Upolu District*

DATE	NAME OF PATIENT	ADDRESS	AGE	SEX		DIAGNOSIS	DRUGS DISPENSED	FEES COLLECTED
				M	F			
7 Sept	<i>Low Kalandigili</i>	<i>Casava</i>	9mo	x		<i>Well baby</i>	<i>BCG</i>	
7 Sept	<i>Rolin Layne</i>	<i>Guyville</i>	3	x		<i>Chicken pox</i>	ϕ	
8 Sept	<i>Charlie Layne</i>	<i>Guyville</i>	11mo	x		<i>URI</i>	<i>Cough syrup 200ml</i>	
8 Sept	<i>Agnes Dover</i>	<i>Guyville</i>	19	x		<i>Prenatal</i>	<i>Ferrous sulfate 100 tabs;</i> <i>folic acid 30 tabs</i>	
8 Sept	<i>Mary Mangree</i>	<i>Guyville</i>	73	x		<i>Chronic bronchitis</i>	<i>Cough syrup 250ml</i>	
8 Sept	<i>Mohan Mangree</i>	<i>Guyville</i>	59	x		<i>Diarrhea</i>	ϕ	
9 Sept	<i>Sakotei Pasaand</i>	<i>Guyville</i>	22	x		<i>Low back strain</i>	<i>Aspirin 20 tabs</i>	
9 Sept	<i>Olga Harding</i>	<i>Guyville</i>	63	x		<i>Pain in chest -</i> <i>referred</i>	ϕ	
10 Sept	<i>Pamela Joseph</i>	<i>Casava</i>	34	x		<i>Malaria</i>	<i>Chloroquine 7 tabs</i>	
13 Sept	<i>Basie Walton</i>	<i>Guyville</i>	66	x		<i>Diarrhea</i>	ϕ	
13 Sept	<i>Sheila Verra</i>	<i>Hopewell</i>	27	x		<i>Delivery</i>	ϕ	
13 Sept	<i>Sybil Simon</i>	<i>Guyville</i>	44	x		<i>Diabetes</i>	ϕ	
13 Sept	<i>Eric Simon</i>	<i>Guyville</i>	9	x		<i>URI</i>	<i>Cough syrup 100ml</i>	
13 Sept	<i>Millicent Godfrey</i>	<i>Guyville</i>	1	x		<i>Well baby</i>	<i>Measles vaccine</i>	
16 Sept	<i>S. Samaria</i>	<i>Guyville</i>	60	x		<i>Diarrhea</i>	ϕ	
16 Sept	<i>Nioli Weeks</i>	<i>Guyville</i>	48	x		<i>Hypertension</i>	<i>Hydrochlorothiazide</i> <i>50 mg 30 tabs</i>	
20 Sept	<i>Hazel Cabert</i>	<i>Guyville</i>	23	x		<i>Child spacing</i>	<i>12 condoms</i>	

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Patient Register

Health Center *Waimea*

Location *Upolu District*

DATE	NAME OF PATIENT	ADDRESS	AGE	SEX		DIAGNOSIS	DRUGS DISPENSED	FEES COLLECTED
				M	F			
20 Sept	<i>Reirae Griffith</i>	<i>Casava</i>	18	x		<i>Fractured wrist</i>	<i>Aspirin 10 tabs</i>	
20 Sept	<i>Mark Miller</i>	<i>Guyville</i>	7	x		<i>Impetigo</i>	<i>Penicillin II 125 mg 30 tabs</i>	
21 Sept	<i>J. Singh</i>	<i>Guyville</i>	45	x		<i>Diarrhea</i>	\emptyset	
21 Sept	<i>Vedo Moraine</i>	<i>Guyville</i>	6	x		<i>Nail puncture wound</i>	<i>Tet. toxoid</i>	
22 Sept	<i>Clayton Merton</i>	<i>Guyville</i>	2	x		<i>3° malnutrition</i>	\emptyset	
22 Sept	<i>Stephen Bimanstein</i>	<i>Guyville</i>	75	x		<i>Hypertension</i>	<i>Hydrochlorothiazide 25 mg 30 tabs</i>	
22 Sept	<i>S. Patric</i>	<i>Guyville</i>	52	x		<i>Diarrhea</i>	\emptyset	
24 Sept	<i>Julian Estorch</i>	<i>Guyville</i>	1	x		<i>Well baby</i>	<i>DPT, polio</i>	
27 Sept	<i>Clarabel Estorch</i>	<i>Guyville</i>	59	x		<i>Arthritis</i>	<i>Aspirin 100 tabs</i>	
27 Sept	<i>Ramasek Paround</i>	<i>Casava</i>	11 mo	x		<i>Well baby</i>	<i>DPT, polio</i>	
21 Sept	<i>Rachel London</i>	<i>Casava</i>	74	x		<i>Diarrhea</i>	\emptyset	
27 Sept	<i>Shawn George</i>	<i>Guyville</i>	1	x		<i>Marasmus</i>	\emptyset	
27 Sept	<i>Emoe Robb</i>	<i>Guyville</i>	2	x		<i>Well baby</i>	<i>DPT, polio</i>	
27 Sept	<i>Horace Elolack</i>	<i>Guyville</i>	17	x		<i>Diarrhea</i>	\emptyset	
29 Sept	<i>Olivia Vret</i>	<i>Guyville</i>	22	x		<i>Tuberculosis</i>	<i>Isoniazid 100 mg 120 tabs; Ithacozone 75 mg 60 tabs Alumina and magnesia 30 tabs</i>	
29 Sept	<i>Pamela Evans</i>	<i>Guyville</i>	26	x		<i>Postnatal</i>		
30 Sept	<i>Bibi Shanfer</i>	<i>Hopewell</i>	18	x		<i>Prenatal</i>	<i>Tet. toxoid</i>	

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Teaching Plan 22

Organizing the Work Place

- OBJECTIVES**
1. Explain how to organize the work place.
 2. Demonstrate how to organize the work of the health center, including:
 - Division of work
 - Location and movement of health workers and patients
 - Use of manpower, building space, and equipment
 - Provision of services in limited space with limited resources
- METHOD** Small group work, role-play, group presentations, analysis of the role-play by observers, and class discussion
- MATERIALS** Operations manual - Section 9; Student Text - Unit 9; Worksheets A, B, C, and D for Exercise 22; Observer's Checklist for Exercise 22; tables, chairs, markers, and paper for making signs for setting up the health center for role-play; chalkboard; Patient Register; and Patient Cards
- PREPARATION** Remind the students to read the Operations manual - Section 9 and the Student Text - Unit 9, and answer the review questions. Read the answers to the review questions and the discussion notes in preparation for leading a class discussion of the review questions. Prepare copies of Worksheets A, B, C, and D for Exercise 22 and the Observer's Checklist which are in this teaching plan. Hand them out the day before the exercise. Prepare the other items listed under materials for this teaching plan.

TIME: 4 hrs 15 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Use the review questions on organizing the work place to lead a class discussion of Section 9 of the Operations manual. | 1 hr |
| 2. Take adequate time to fully explain Exercise 22. Review the instructions in the Student Text. Explain the three parts of the exercise. Review the four worksheets for Part I and give examples. | 30 min |
| <p>3. Part I - Planning</p> <p>Divide the class into groups of eight students. Instruct the students to assume the eight roles listed in Part I, Step 1 in Exercise 22. Any remaining students should take the roles of community members. Tell the students to select a spokesman who is to report the group's findings to the full class in Part III, following the role-play.</p> <p>Tell the groups to prepare a work plan for getting the health center ready for opening Monday morning by filling out the four worksheets.</p> <p>Advise the groups that you will select one of them to conduct the role-play, and that they will be using their work plan as a basis for it.</p> | 1 hr |
| <p>4. Part II - Operating the Health Center, Role-Play</p> <p>Select one of the groups to conduct the role-play.</p> <p>Ask the group you select to set up the classroom for the role-play. Provide them with the materials so they can arrange the space using tables, chairs, and paper signs.</p> <p>While the first group rearranges the classroom, ask the town leader, chairman of the town health committee, and head of the youth corps</p> | 30 min |

from that group to meet with you. Instruct them on the use of the observer's checklist. Ask them to use it as a guide for watching the action that goes on. Tell them to fill it out completely by the end of the role-play. Tell them that they will report on their observations to the full class during Part III. The scores for the ten items in Question 11 on the adequacy of health services will be put on the chalkboard.

Following this, ask the remaining students to meet with you. Tell them they are to act as patients during the role-play. They should line up at the health center door. Tell them to decide on their complaints among themselves. Tell them to make the complaints realistic and representative of the health conditions of the country. Tell at least two students to complain of ailments that will require referral. Some students may have to repeat the role to have enough patients.

5. When the classroom is set up, start the role-play. If you find that more than forty-five minutes is required, increase the time as the role-play progresses.

45 min

6. Part III - Review and Critique

30 min

Reassemble the class. Ask the spokesmen from each of the groups to present the results of their planning work, referring to the four worksheets. Use the chalkboard to compare the results of the worksheets. Post all three sets of worksheets on the classroom wall for all students to see following the class.

Select the best examples, duplicate them, and pass them out to the students to place in their Operations manuals.

Conduct a review of the role-play. Ask the observers to report. List key points on the

TIME

chalkboard. List their score totals for Question 11 on the chalkboard. Lead a discussion of the key problems that came out of the role-play. List these. Ask those who played the roles how they felt when confronted with these problems. Ask them if they can see possible solutions to the problems.

7. Alternative Ways to use this Exercise

a. Omitting Worksheets

The exercise can be shortened and simplified by omitting some of the worksheets. The exercise can be conducted by using Worksheets A, B, and C; Worksheets A, B, and D; or only Worksheets A and B.

b. Additional Class Review and Critique

You can have review and critique by the entire class after the small groups work with the worksheets. Hold a general class session to review the worksheets. This will provide better preparation for the role-play which would follow. If this step is added, the final class review can be shortened.

c. Use of Cards for Structuring Role-Play

The exercise can be structured by listing on cards specific complaints and problems to which the patients and health center team will respond during the role-play. For example, patients can be given cards with complaints they are to present to make sure the complaints are representative and involve problems which would put more pressure on the team. Examples would be trauma, acute dehydration, coma, and other referral cases. An accident could occur during the role-play with emergency cases brought in. The mid-level health worker could be called upon to make an emergency visit to a nearby village. The health center team could discover that a vital drug had not been included in the shipment. However, normally, it can be expected that the students will be sufficiently creative without this degree of prompting.

ANSWERS TO REVIEW QUESTIONS

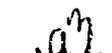
Organizing the Work Place

1. What are the basic purposes of the health center?
 - a. *Provision of primary health care to the surrounding communities*
 - b. *First point of contact with the formal ministry of health service system*
 - c. *First point of entry into the system for referrals*
 - d. *Local community center*

DISCUSSION NOTE: Make the point that the health center is much more than a clinic. It is the support base for primary health care in the area, serves as a point of referral to more specialized care, and provides the community with a center for activities.

2. Fill in the characteristics of the health center opposite each item below:

	CHARACTERISTICS
a. Facility and equipment	<i>Two to four rooms, two to three beds refrigerator, safe water supply, latrine, no laboratory</i>
b. Drugs and supplies	<i>About one hundred drugs and supplies, including IVs</i>
c. Personnel	<i>One mid-level health worker plus two to three other health workers</i>
d. Supervision	<i>Supervisory mid-level health worker and district medical officer</i>
e. Work schedule	<i>Mid-level health worker in clinic six half days per week. In community four half days per week</i>
f. Referral and transfer time	<i>To hospital: six to twelve hours</i>



g. Transportation

Walking, bicycle, or motorcycle plus community means such as taxi, bus, truck, boat, and animals

h. Communications

Messenger plus community means such as telegraph, telephone, two-way radio, and postal service

DISCUSSION NOTE: These characteristics help to emphasize the very basic nature of the health center. Resources are few, but the services provided are an important part of the health system. Providing service with these limited resources is a major challenge to the mid-level health worker. It calls for a creative approach to management, that is, to do much with very little. Discuss with your class how this can be done. Some of these ways are using community resources, asking for help from ministry specialists, planning and scheduling work carefully, substituting available drugs and supplies for those that are difficult to get. Ask the students for their ideas. List them on the chalkboard.

3. List, in order, the steps by which patients are processed through the health center:
 - a. *Registration*
 - b. *Medical history taking*
 - c. *Examination and consultation*
 - d. *Treatment and possible referral*
 - e. *Dispensing*

DISCUSSION NOTE: Use this question as a basis to review with your students the material in Section 9.2 of the Operations manual on the purpose, design, patient flow, and other aspects of the health center. This will be helpful background for the exercise that follows.

4. Fill in the blank spaces. The mid-level health worker should normally spend six half days per week in the health center and four half days per week in the community.

DISCUSSION NOTE: This question repeats the work schedule item in question two above. It is purposely put here to emphasize

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the importance of the mid-level health worker spending time in the community. Ask the students to list the ways in which the mid-level health worker should spend his four half days in the community. These include guiding community health workers, providing support services for community health workers, helping to promote community projects, relating with community leaders, making house calls with community health workers, giving talks and demonstrations, and conducting community assessments.

WORKSHEET A FOR EXERCISE 22

Task List for Organizing the Work Place

Instructions

Write down the separate tasks or activities which must be completed before the health center can open. Write the task, the time it is to be started, the time it is to be completed, and who is assigned to do it. For example: Task: Cleaning out drainage ditches. Start: Sunday, 6 a. m. Complete: 10 a. m. Assigned to: youth corps.

There will be many tasks. Use additional paper, if needed.

TASK	TIME		ASSIGNED TO
	START	COMPLETE	
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			
(7)			
(8)			

TASK	TIME		ASSIGNED TO
	START	COMPLETE	
(9)			
(10)			
(11)			

WORKSHEET B FOR EXERCISE 22

Health Center Work Plan

Instructions:

List here the functions to be provided in the health center. Write how they will be set up in locations or stations. List the staff and equipment needed.

STATION	FUNCTIONS	STAFFING	EQUIPMENT
---------	-----------	----------	-----------

WORKSHEET C FOR EXERCISE 22

Health Center Diagram

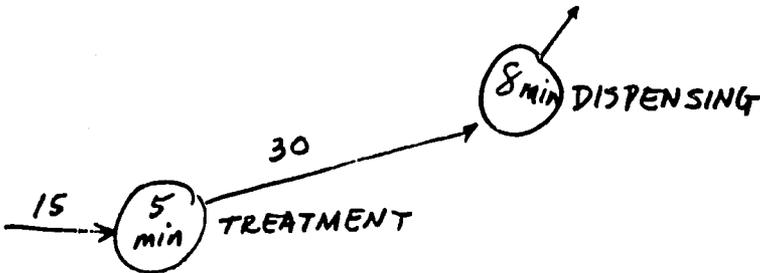
Instructions

Referring to worksheet B, draw a diagram showing how patients will flow through the health center. This can be done by using circles on your paper for each station. When doing this, put the circles in the order the patients will be processed.

After placing the circles on the paper, write the name of the station along side each of them. Inside each circle write the number of minutes your group estimates it will take to process the average patient through that station.

Then draw lines between the circles. This is the path the patients will follow from station to station. Along the line write the number of minutes your group estimates will be needed for waiting time for the average patient for each of the stations.

For example:



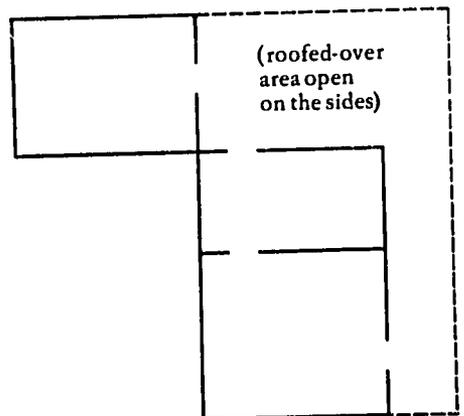
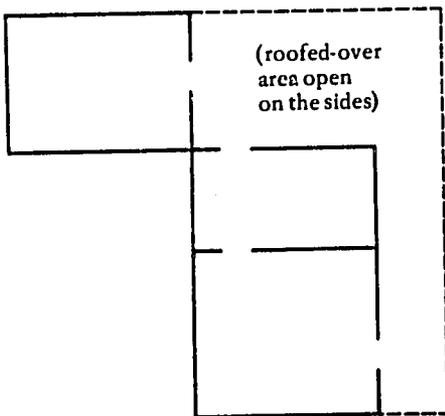
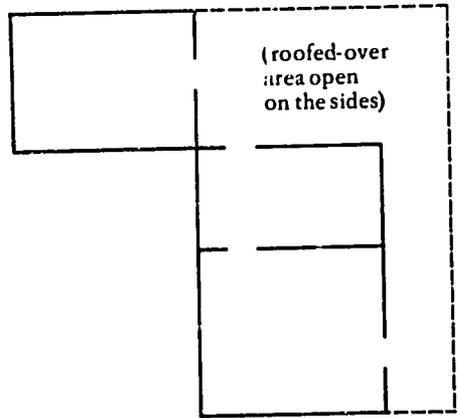
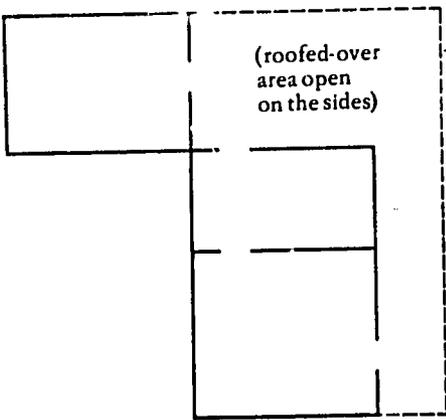
Add up all the times. This will give you an estimate of the total amount of time it will take the average patient to go through the health center. Can you see ways to reduce this time? Rework your figures if you think the total time is too much or too little.

WORKSHEET D FOR EXERCISE 22

Health Center Floor Plan

Instructions

Referring to worksheet C, arrange the stations for your health center in the floor plan below. It is reproduced four times so you can try different layouts. The space in the health center is limited. You will need to use the same space for two or more services such as waiting area and demonstration area for new mothers.



Handwritten initials or mark.

OBSERVER'S CHECKLIST FOR EXERCISE 22

Organizing the Work Place

To be used in Part III by the observers of the role-play: the town leader, chairman of the town health committee, and head of the youth corps.

ORGANIZATION

1. Was the work properly divided into functions or stations?

Yes _____ No _____

Comments:

2. What problems resulted from this division of work?

3. How might it be divided better?

PATIENT FLOW

4. Was the movement of patients smooth and steady?

Yes _____ No _____

Comments:

5. Did they back up at certain stations?

Yes _____ No _____

Comments:

6. How could this problem be corrected?

7. How long did it take for the first three patients to be processed through the health center?

_____ minutes

Was this too short? _____ too long? _____ about right? _____

What might be done to correct this time?

MANPOWER

8. Did the health team make the best possible use of the five members of the staff?

Yes ___ No ___

How might they have improved the use of their manpower?

BUILDING

9. Did the health team make the best possible use of the building space?

Yes ___ No ___

Comments:

How might they have improved the use of their building space?

EQUIPMENT

10. Did the health team make the best possible use of the equipment available?

Yes ___ No ___

Comments:

How might they have improved the use of their equipment?

SERVICES

11. Did the health team adequately provide the basic services of the health center? (Assign a number from 1 to 10)

NOT ADEQUATE					FULLY ADEQUATE				
1	2	3	4	5	6	7	8	9	10

Waiting area of patients
Ways to improve:

Registration of patients
Ways to improve:

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NOT ADEQUATE							FULLY ADEQUATE		
1	2	3	4	5	6	7	8	9	10

Record keeping
Ways to improve:

Medical history taking
Ways to improve:

Examination and diagnosis
Ways to improve:

Treatment
Ways to improve:

Referral
Ways to improve:

Instructions to the patient
and patient education
Ways to improve:

Dispensing
Ways to improve:

General patient satisfaction
Ways to improve:

TOTAL SCORE: _____
TOTAL POSSIBLE SCORE: 100

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Teaching Plan 23

Evaluating the Work Place

- OBJECTIVES**
1. Explain how to:
 - Organize and maintain health center records, including setting up a filing system
 - Protect the health center, including closing the health center and supervising the guard
 - Draft handing-over notes
 2. Demonstrate how to evaluate the management systems which support the health center, and identify ways to improve the performance of these management systems.
- METHOD** Small group work, visit to a health center, group presentations, and class discussion.
- MATERIALS** Worksheets covering the eight management systems and the work place, chalkboard, duplicating equipment, transportation for health center visits
- PREPARATION** Read the answers to review questions and the discussion notes prior to leading a class discussion of the review questions.
- Prepare copies of the worksheets for making checklists for evaluating the management systems. A sample worksheet is included with this teaching plan. Each student will need nine worksheets: one each for drugs and medical supply, general supply, facilities and equipment maintenance, transportation, communication, personnel, finance, health information, and one for the work place. After the groups have refined their checklists, make copies for them to use during their visit to a health center.

Arrange for group visits to three or four nearby health centers. The students should work in small groups so they do not upset the routine of the health centers.

Be sure to fully explain to the officer-in-charge the purpose of the exercise. Show him the checklist worksheets. Make sure he understands that the students are coming to learn, not to criticize. Emphasize that this is an educational exercise. Request that the officer-in-charge and members of his health team meet with the students toward the end of the day to review the checklists and the students' findings.

TIME: 16 hr 15 min

LEARNING ACTIVITIES

- | | |
|--|--------|
| 1. Use review questions to lead a class discussion on organizing and maintaining health center records, protecting the health center, and handing over government property. | 1 hr |
| 2. Explain the four parts of Exercise 23. Go over the instructions in the Student Text. Explain to the class that Exercise 23 is designed to serve as a review of the entire module. It offers the student the opportunity to spend a day in a health center to observe how the management systems work and to evaluate them. | 30 min |
| 3. Part I - Drafting Evaluation Checklists
Divide the class into small groups. The size of the groups should be determined by the number of students who will visit a health center. In that way each group will stay together for the health center visit. Smaller groups are better if there are enough health centers.
Hand out the nine worksheets and tell the students to make a checklist for each system. The students may have some difficulty at first | 2 hrs |

TIME

<p>in phrasing their questions. Give a number of examples. In a class discussion, ask for suggested questions.</p>	
<p>4. Part II - Reviewing and Redrafting Evaluation Checklists</p> <p>Reassemble the class. Have the spokesman from each group present samples of the group's checklists. List important points and examples on the chalkboard. Ask the students to take notes so they can revise their worksheets using the suggestions and ideas that come up in the discussion.</p>	45 min
<p>5. Ask the students to go back into their groups to revise their worksheets based on the class review and critique.</p> <p>Arrange for the students to reproduce copies of their revised checklists before going to the field. They should have an ample supply.</p>	45 min
<p>6. Part III - Health Center Evaluation</p> <p>Students go to the health center and evaluate it. Remind them to be tactful in their dealings with the health center staff.</p> <p>One day is included in this schedule for the health center visits.</p>	8 hrs
<p>7. Part IV - Review and Critique</p> <p>As soon as possible following the field trip, hold the general class session.</p> <p>a. Ask the spokesmen from each of the groups to present their reports. They should report on the structure of their checklist, how it was used during the field visit, and the outcome of the evaluation.</p> <p>Use an overhead projector so that the spokesmen can project their checklists on a screen. If this is not possible, reproduce and distribute copies of the checklists. If neither is</p>	2 hrs

TIME

possible, post the checklists on the wall so all students can review them.

- b. Urge the students to comment on the strengths and weaknesses of their checklists, and on the method they followed in evaluating the health center's management support systems.
- c. At the close of the discussion, appoint a representative from each of the groups. Ask this sub-group to review all the material presented, select the best parts from the checklist, and draft a new checklist which will serve as a model.

Duplicate this checklist and give copies to all the students to place in their Operations manuals.

Request the sub-group to do their work outside of regular class hours.

8. Ask the students to summarize what they learned in this unit and how they will use it in their work.
9. To wrap up the Working with Support Systems module, lead a discussion of Review Question 7.

15 min

1 hr

ANSWERS TO REVIEW QUESTIONS

Health Center Records, Protecting the Health Center, Handing Over Government Property, and Evaluation

1. TRUE (T) or FALSE (F)

- T Records should generally be kept at or near the place where they are used.
- F It is not necessary to keep any health center records longer than twelve months.
- F The best way to file your papers and records in a health center is to place everything in the file by the date it is received.
- F To save time, pile up papers and records and then place them in the file once each week.
- T All file folders, drawers, cabinets, and boxes in which papers and file folders are kept should be clearly labeled.
- T A classification system which groups records under broad categories and then provides a file for individual subjects is a simple and practical system for a health center.
- F Since health records are public documents, they can be disposed of by simply throwing them out with the other refuse from the health center.
- F All official reports are submitted to the mid-level health worker's supervisor.
- F All written inquiries from your employees and the public should be answered within ten working days.
- F When receiving a new section for the Health Center Operations manual, the mid-level health worker should always keep the old section, in case the rules change again, or if he should need it for reference.

DISCUSSION NOTE: These questions concern the organization and maintenance of health center records. They provide a useful outline for reviewing with your class the records system and procedures contained in Section 9.3 of the Operations manual. Ask your students to tell the class about useful ideas they may have for handling records. They may also have suggestions for adding to or deleting some of the subject headings in the master file for a health center.

2. Briefly describe the procedure you will follow to make the health center secure and to close it for the weekend.

Inspect the health center to make sure it is clean and orderly. Make sure that all equipment and supplies, drugs and narcotics, records and foodstuffs are properly stored and locked up. Inspect the latrine and well. Check all doors, windows, and gates to make sure they are locked. Give the guard any special instructions.

3. You have a new guard for the health center. List some of the specific instructions which you will give to him.

- a. *Remain on the health center grounds at all times.*
- b. *Move about. Make a complete round of the health center and grounds after the staff leaves. Check doors, windows, the gates, and fence.*
- c. *Be constantly alert and do not do anything that will divert attention from watching the property.*
- d. *In case of emergency medical cases, immediately send for the person on duty. Give the name of the person on duty and how to locate him.*
- e. *In case of fire, theft, destruction of property or other security problem, immediately send for the mid-level health worker.*
- f. *Keep notes of any other problems of a less serious nature and report them to the mid-level health worker the next day.*

4. After two years as the mid-level health worker in charge of the Wagabo health center, you are now being transferred. You know you must prepare Handing-Over Notes for the new mid-level health worker. You have taken out a copy of your job description to attach to them. Following the outline in your Operations manual, you have drafted descriptions of your health team personnel, service area,

health center operations, supervision, current work and problems, and priorities. What else should you do as part of your Handing-Over Notes?

Prepare an up-to-date inventory of all government property for which you are accountable, including facilities, equipment, supplies, and drugs.

5. Why is it important to know whether all your management support systems are working well? Give examples.

How well the management support systems work will affect how the health team can function. All systems must work well. Frequently one is dependent upon another. A breakdown in any one of them will take up unnecessary time. It will adversely affect patient care and community services. Team morale will also be affected. Inaccurate health information, spoiled drugs, missing supplies, breakdowns in transportation and communication, broken equipment, lost funds, are examples of support system problems which seriously impair the work of the health team.

6. What are the advantages of evaluating the management support systems and developing a plan to correct them?

A plan for corrective action will help to get the team together to work on the most important problems. It can serve to get support from supervisors for needed improvements. It can also help to justify budget requests.

DISCUSSION NOTE: Questions 5 and 6 can be used for reviewing the importance of the Working with Support Systems module. The questions can help students appreciate the role of management support for the work they must do at the health center and in the community.

Ask for examples of systems breakdowns and then have the class examine each one to identify how it affects the basic role of the health team in providing patient care and community services. For example, a breakdown in the personnel system may result in not having a full staff available at a critical time of the year. A breakdown in the supply system may mean that essential supplies are not available for patient care.

Emphasize how a good plan for corrective action, based on an evaluation of all support systems, can help to set priorities. This helps to ensure that the most important things get done first. It also can

serve to organize and focus attention of the health team, supervisors, and the community on getting things done. For example, such a plan could help mobilize the community to build a new water supply for the health center. It could help to justify a budget request for a new pump.

7. Do you feel you are prepared to plan, organize, manage, control, and evaluate a health center operation? If not, what additional information and skills are needed?

How well prepared:

Additional information and skills needed:

DISCUSSION NOTE: This question will provide you useful feedback on how well this module has helped your students to understand and work with the management support systems. Ask your students to read their answers before the class and then lead a discussion. List on the chalkboard the additional information the students say they need. This can then be used: (1) for counseling the individual students as time permits, (2) in the community phase of the training, (3) in pre-deployment review, and (4) for revising this module for future classes. However, when this question is asked, you must be prepared to follow-up and to help the students meet their needs.

WORKSHEET FOR EXERCISE 23

Health Center Management Support Systems Evaluation

MANAGEMENT SYSTEM: DRUGS AND MEDICAL SUPPLY*				
PREPARED BY:			DATE:	
Question	Yes	No	Comment	Proposals for Improvement
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Question	Yes	No	Comment	Proposals for Improvement
8.				
9.				
10.				
11.				
12.				
13.				
14.				

* Each student needs nine worksheets. In addition to Drugs and Medical Supply, prepare worksheets for:

General Supply
 Facilities and Equipment Maintenance
 Transportation
 Communication

Personnel
 Finance
 Health Information
 The Work Place

2/2

Teaching Plan 24

Working with Support Systems; Community Phase

OBJECTIVE	<p>Manage the following according to procedures outlined in the Operations manual:</p> <ul style="list-style-type: none">The drug and medical supply system in the health centerThe general supply system in the health centerThe facilities and equipment maintenance system at the health centerThe transportation system at the health centerThe communication system at the health centerThe personnel system at the health centerThe financial system at the health centerThe health information system at the health centerThe work place at the health center
METHODS	<p>Three months of practical experience in managing the systems which support the provision of primary health care at a health center.</p>
MATERIALS	<p>Community experience logbook, Community Phase Manual, Support Systems Community Phase Checklist, Operations manual</p>
PREPARATION	<p>See the Student Guide for details of entry level skills and knowledge. Students are expected to practice all the skills outlined in the Community Phase Checklist. They are also expected to make arrangements with the supervisor of their community experience to be evaluated on these skills. Discuss</p>

with them their plans on how they will be evaluated. Make arrangements to help them in any way you can to facilitate the evaluation process. See the Community Phase Manual for further information on the organization and supervision of this community experience.

TIME: 3 months

LEARNING ACTIVITIES

1. Students inventory, order, receive and inspect drugs, medical supplies and general supplies from the ministry of health.
2. Students obtain drugs, medical supplies, and general supplies from outside the ministry of health.
3. Students store and protect drugs, medical supplies, and general supplies.
4. Students inventory the facilities and equipment at the health center and write out a maintenance schedule if none exists.
5. Students organize the community to do the necessary repairs of health center facilities and equipment.
6. Students survey the transportation and communication resources in the community.
7. Students write out a transportation schedule and emergency transportation plan for the health center if none exists.
8. Students use the available communication resources to take care of health center activities.
9. Students recruit, select, orient, and evaluate locally hired personnel for the health center.
10. Students handle other personnel matters such as scheduling staff leave, taking any necessary disciplinary action, and handling employee grievances.

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TIME

11. Students take care of the financial end of health center activities such as submitting a needs request for the annual budget, enlisting community support to supplement the budget, using the paycheck system, and collecting, recording, storing and transferring money from health center operations.
12. Students develop recommendations to improve the organization of other work in the health center.
13. Students organize and maintain health center records.
14. Students arrange adequate protection for the health center.
15. Students do at least one evaluation of the management systems of the health center.
16. Students draft handing-over notes for their supervisor at the end of their three-month experience.