



COMMUNITY HEALTH WORKER TRAININGS

Facilitator Manual



Keystone Foundation

One Health Project
Community Health and Well-Being Team

COMMUNITY HEALTH WORKER TRAINING

MANUAL FOR KEYSTONE CHW TRAINERS

1.0 Introduction to the Trainer Manual

This comprehensive CHW manual is intended for preparing facilitators to train the Keystone 'One Health' Community Health Workers(CHWs). The manual will be divided into two main sections. In this first section, the trainers will become familiar with how to introduce and prepare the CHW for his/her roles and tasks as an activist, health educator, and link worker in his/her community.

The second section will cover the topics that Keystone considers the cornerstones of intervention, these include: adolescent health, water and sanitation, mental health, nutrition, social supports, communicable diseases, and maternal health.

The structure of this training program allows for the CHW and their facilitators to be trained in the six identified well-being topics over 24 days spanning 12 rounds of training. Each training round should last for 2-3 days with a gap of 3-4 weeks between the modules.

This gap between the training has a built-in time to allow the CHW workers to apply and debrief about the topics and skills that they learned in the classroom.

1.1 Aim

The One Health Keystone trainings aims at improving the participants' knowledge of Primary Health Care (PHC) topics in the Nilgiri Biosphere Reserve (NBR). Conducting trainings for CHWs on how to start the process of behavioural change will, over time, lead to sustainable health related changes in the targeted regions.

1.2 Objectives

The overall objective of the manuals is to build the capacities of the One Health facilitators so that they feel prepared to conduct CHW trainings. The specific objectives of trainings are to enable the participants to:

- *Establish an understanding of the principles and practices of community-led health initiatives.*
- *To develop community health workers' capacities in communication and building relationships during home visits.*
- *To develop the community health workers' knowledge and understanding of basic health content, protocols for accessing health and social services, and behaviour recommendations.*

1.3 Purpose of this manual

Overall, these training manuals are structured for facilitators who will be training the CHWs. Section two of the manuals are designed to have facilitators conduct sessions on different health topics. In doing so, the intent is to provide a full understanding of Keystone perspectives and methodologies on health, participatory activities and key messages for each session.

Trainers of CHWs need a wide range of skills to be successful. Just reading through this curriculum and the content provided in it is not enough. A trainer should have excellent listening and observational skills. They must be able to communicate information clearly and precisely. Another very important skill it to be able to deliver and implement feedback in effective ways. They must be able to earn the CHWs trust, provide support and encouragement.

Participants will begin learning how to facilitate health behavior messages by observing their trainer. The extent to how the community health workers are trained will influence how those health workers, in turn, teach and train individuals in their communities. To make the best use of time, it will be essential that trainers take the time to incorporate effective facilitation techniques into their lessons.

Remember that this manual is a guide and should be used for reference and NOT read aloud word for word. It is important to have the trainers adapt the activities and messages in this manual to meet the needs and the desires of the audiences, always considering their educational levels, their background knowledge, and their roles at work.

1.4 Expected Outcomes of Training

These CHW trainings are expected to foster the following beliefs or outcomes by the participants:

Long-Term Outcomes	Short-Term Outcomes
Communities and Environment in the NBR are healthy: this also refers to the ecology of the region and an assurance of clean water, soil and waste disposal	Communities will have a working knowledge of ways that a healthy lifestyle can impact their environment
Self-sustained communities know when, where and how to get help when they want. They act with a shared responsibility and ownership to the health agenda.	There is a continued interest to conduct health awareness meetings and find innovative ways to keep engaging in the topic of health.
They provide access to both biomedicine and traditional medicine and knowledge.	Communities will know how to access the public and private medical entities along with a “wellness protocol” on who to go to handle certain diseases
They help facilitate social cohesion amongst communities and a movement to grow own food; this will enable diversity and sovereignty of food, bring back the linkage to land and people will have a sense of satisfaction.	Communities will engage in starting kitchen gardens, maintain seed banks, and know how to budget for foods that make for healthier eating.
Women and Girls are strengthened with knowledge and have autonomy, dignity and freedom from violence.	Women will be taught how to talk about different violence stressors around them.
Children and youth are imparted knowledge by elders and parents. Youth are specially mobilised towards good community health practices and efforts are made to transform education to strengthen health systems	Adolescent health will take on the angle of “learning from elders.” This will be used to ensure that change is made bottom-up.
In the midst of political change, there are early warning systems, builds critical thinking and pathways for feedback and learning. (adapted from the Community health and well-being)	Learn how to use the services and resources that Keystone offers with becoming advocates of change.

1.5 Training Manual Structure

This training guide is for trainers of CHWs who leading workshops and meetings on health topics will be identified as priorities in the NBR region. Within each **SESSION**, the chapters follow the same format for clarity. The **OVERVIEW** introduces the chapter to the facilitator and outlines the learning objectives for the topic. This is followed by the **LESSON PLAN**, which encompasses the full lesson that the facilitator is to conduct, from start to finish. This is followed by the **APPENDICES**, which include the worksheet, answer key to worksheet questions, and additional handouts as necessary. (Please refer to the following Key Techniques for Effective Facilitation for more information on the specific activities included in the lesson plans and their importance.)

The activities and methods used throughout this manual are meant to expand CHWs’ existing experience and knowledge through written exercises, practical group exercises, discussions, role-plays, case studies, and hands-on practice. In addition, participants will serve as resources for one another, drawing on their knowledge of their respective communities to inform the discussion. Respect for the experience

of participants is crucial to the training process. Through the exercises and sharing of peer experiences, CHWs will learn the scope and the influence of their jobs.

The lesson plans contained within this manual do not have break times written into them. It is up to the facilitator’s discretion to schedule lunch breaks and coffee or tea breaks when appropriate. Typically, adult learners need a short 15-minute break every 1.5 to 2 hours to maximize participant energy and attention span.

1.6 Types of Lesson Activities

Within the lesson plan, there are four types of learning activities. It is important that each type of learning activity is included in each lesson so that participants can best absorb and synthesize the knowledge they need to be effective CHWs. If the facilitator needs to adapt the lesson because s/he is short on time, make sure that at least one type of activity is provided before concluding the lesson.

Activity Type	Activity objective	Activity examples
<i>Convey Information</i>	Participants are exposed to new content. Often delivered by the facilitator or through an exploratory group activity.	<ul style="list-style-type: none"> ▪ Introduce New Lesson ▪ Demonstration ▪ Lecture
<i>Reinforce information</i>	Participants review information presented earlier in the lesson to improve understanding and future retention.	<ul style="list-style-type: none"> ▪ Discussion ▪ Review ▪ Small groups
<i>Example in Action</i>	Participants apply the content to a real-life example. This explores the key role of a CHW in preventing illness and death and promoting preventative health behavior	<ul style="list-style-type: none"> ▪ Context story ▪ Case Study
<i>Participant Practice</i>	Participants partake in exercises designed to improve their ability to analyze and respond to situations that might occur during a household visit. Is a chance to practice the skills they will need to address those situations.	<ul style="list-style-type: none"> ▪ Group Activity ▪ Role Play

Since most of this information will be new for the CHWs, the manual is designed to maximize the participant learning. It includes a variety of activities to help a variety of learners excel at the skill or concept being presented. It will be very important for the facilitators to familiarize themselves with the progression and the intent of each chapter and each lesson, as well as the

purpose for each step within each training workshop. Provided below are some of the activities that could occur in the chapters:

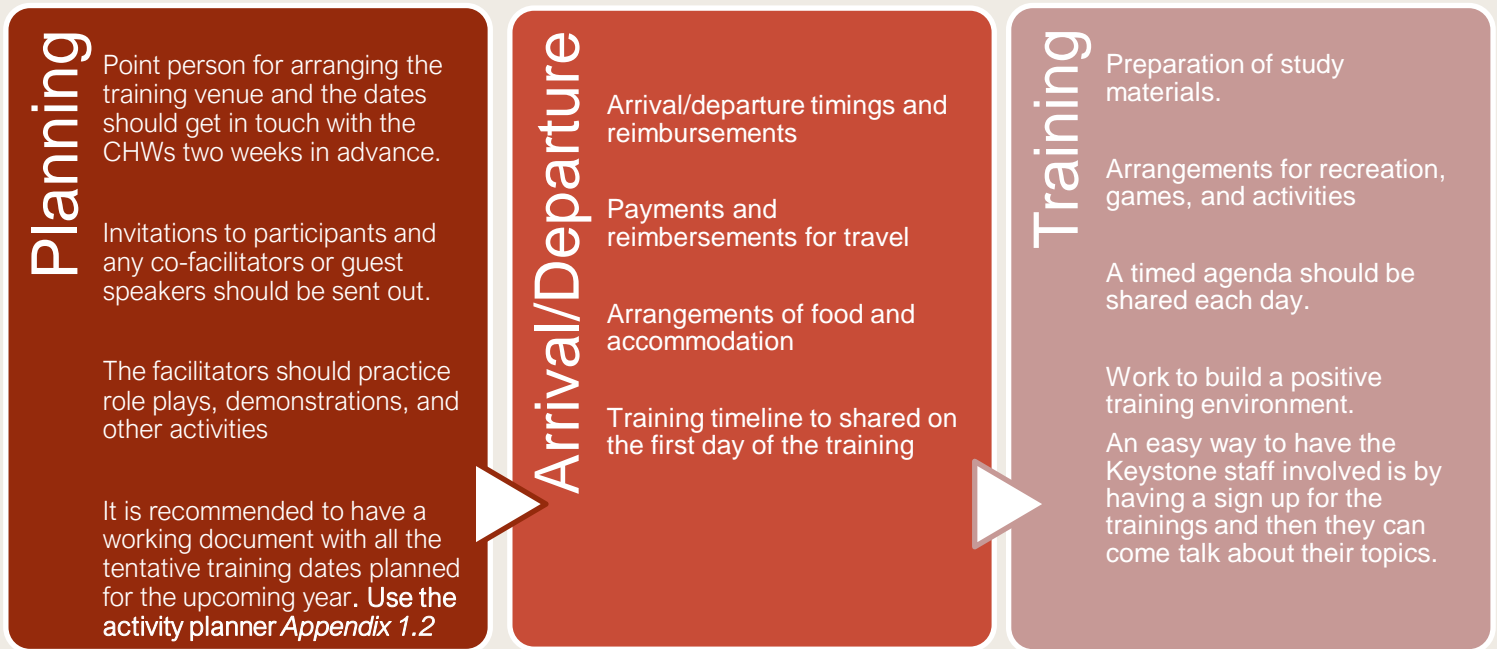
Trainer's Manual Activities Information

- **Introduce New Session:** The facilitator introduces the objectives of the lesson as well as why it's important for their larger training in this process.
- **Story:** These context stories emphasize two different outcomes that can occur during a household visit by a CHW. The facilitator presents two stories: A Story of a Illness/Death and A Story of a Illness/Death Prevented. This activity will provide the opportunity to present real-life scenarios and the role of the CHWs in potentially preventing negative outcomes.
- **Discussion:** Activity allows for critical reflection. It allows the participant to think about how their knowledge about a topic has increased or changed throughout the lesson. These activities are best done in pairs, small groups and then presented to the entire group. Facilitator can use this activity to tailor preceding lessons to match the knowledge of the group.
- **Lecture:** Facilitators can use lectures for presenting content that is new to the participants. This can be done through a visual, a ppt, or in a verbal (public speaking) manner. Have activities planned before or after the lecture to keep the participants engaged.
- **Demonstration:** This activity will first be demonstrated by the facilitator (I do), then have the participants group off(we do), and then encourage individual practice of the skill(you do). Throughout this activity it is important to have the facilitator point out the ways that skill can be appropriately or inappropriately completed.
- **Group Activity:** Have the participants work in pairs or small groups to demonstrate the knowledge they have just acquired from the previous lessons.
- **Case Study:** Case studies done in small group settings can help the participants discuss actions that can be taken for a real-world example that they would likely see at a health visit. Participants will talk through the responses they think are correct given the series of details provided and present their conclusions to the larger group for discussion.
- **Role Play:** Role play is a way for the participants to act out household visit scenarios. Each role play consists of a background story with several facts about the household member to be acted out. Facilitators can use role playing to incorporate lay counseling techniques such as: active listening, problem solving, etc. into the lesson.
- **Review:** The review portion of the lesson serves to reinforce the information that was transmitted throughout the lesson. This is the facilitator's opportunity to return to the learning objectives stated at the beginning of the chapter and ensure all important points were covered.

1.7 Advanced Preparation for a Training

When organizing a training workshop, there are logistics that are important to be taken care of before the start of each session. The chart below is not an inclusive list but does give you an idea of what should be considered and gives a general idea of the preparation work needed to have a successful CHW training session.

Taking on the role of a trainer means that you should ensure that the following is accounted for:



The planning, arranging the arrival and departure planning, and ensuring that the training is set up will help the day go smoothly. Have a point person assigned to take on the scheduling, reminder emails and phone calls. The trainers should have a brief meeting before the training day.

TIPS ON ORGANIZING A SUCCESSFUL TRAINING

- Make the training focused on building solidarity amongst the CHWs
- It would be beneficial for the trainers to understand the difficulties of the CHWs and have sympathy for their problems.
- Songs and games should be used to break up the concepts and build a feeling of community
- Give the CHW trainees a schedule for the events so that they can foster responsibility and prepare how they want to get involved.
- CHW trainers are expected to read through the session and make sure that they understand the training methodology
- CHW trainers should also have posters, flip charts, markers, and flyers ready and displayed at the beginning of the workshop.

1.8 TIPS FOR EFFECTIVE FACILITATION

The aim as a facilitator is to provide the participants with the tools that they will need as CHWs. Commonly known that participants learn more when they are an active participant (they see, hear, say, and do) in the learning process. As a facilitator you should be considering how to best give participants the opportunity to get acquainted and comfortable with the content through the different activity types. A good facilitator is focused on increasing the amount of information that participants can apply correctly during household visits.

Tips on how to be a good facilitator

- Prepare and do your homework about the background of every lesson in advance
- Start out the training with “icebreaker” activities (see *Appendix 1.2* for example icebreakers)
- State your objectives at the beginning and then carefully explain each activity
- Guide conversations– close off or narrow discussions when needed
- When dealing with abstract messages and lessons try to take the extra time to guide and incorporate different activities for different learners
- Important to incorporate both energizers and breaks as your participants need (see *Appendix 1.2* for example energizers)
- Debrief any concepts that might have caused confusion or brought up a lot of questions
- Debrief with participants at the end of each activity

1.9 SUPPORTING YOUR LESSON WITH DATA

Using data-based evidence to reinforce health lessons and CHW roles and responsibilities can be effective if done correctly. The data, specifically from their village, can help point out the importance of a lesson and help the CHWs comprehend the scope and urgency of the issue. Whenever facilitating a discussion or lecture, take a couple of minutes to bring back the information from reports or other collected data. This can really help increase the lesson’s message and increase the probability of the CHWs in helping address these concerns. Certain resources to pull data from include:

- **Cornell Baseline Health Survey Report:** The data from this report highlights performance and trends on health indicators of interest. This can be used to demonstrate the need for specific interventions or trainings to be enacted at the community level.
- **Verbal Autopsy reports:** Keystone has a compilation of data and research that is collected from the years 2005-2012. Use this to highlight causes of death and other health risks in the local community.
- **CHW existing log books:** This can be used to qualitatively pinpoint health trends that can be addressed by the services that the CHWs provide.
- **NFLC reports:** Use information from these student reports to: convey Keystone’s perspective on health and to highlight diverse ways to think about an issue.

Round 1 CHW Training: CHW Roles and Expectations

SESSION 1: BEING A CHW WORKER:

THE ROLES AND RESPONSIBILITIES OF A CHW IN THE HEALTH SYSTEM: AT KEYSTONE
THE ROLES AND REPSONSIBILITIES OF A CHW IN THE HEALTH SYSTEM: AT A LARGER
SCALE

SESSION 2: IMPORTANCE OF STAYING HEALTHY AS A CHW

KNOWING MYSELF AS A CHW

SESSION 3: OVERVIEW OF THE HOUSEHOLD VISIT

SIX STEPS OF THE HOUSEHOLD VISIT
USING YOUR TOOLS

APPENDIX

SAMPLE ICEBREAKERS
ACTIVITY PLANNER
CLIENT TRACKING FORM

1

SESSION ONE

THE ROLES AND RESPONSIBILITIES OF A CHW IN THE HEALTH SYSTEM

OVERVIEW:

This session provides an overview of a CHW's role and expectations. From an organizational standing, it is important to utilize and train the CHWs to be a strong linkage to the health systems. This session will also teach CHWs how to use their equipment, supplies, and mentors to achieve their tasks. This unit also expands on the role of CHWs as agents of behaviour change. This is done by providing instruction and various activities that can help CHWs stay committed to finding ways to effectively transform health related behaviours amongst their community members

LEARNING OBJECTIVES:

Objective:	The CHW will be able to:
To understand how joining Keystone's mission as a CHW would benefit them	<ul style="list-style-type: none">• Show an understanding of how they play a crucial role in advancing the health initiative at Keystone.• Learn and start using the benefits and the opportunities that being part of the Keystone campus can provide for themselves and their family
To understand how the Community health and Well-being team at Keystone is structured	<ul style="list-style-type: none">• Know the key individuals that they can utilize and reach out to for mentoring, support, and concerns.
To become inducted into the mentor system at Keystone	<ul style="list-style-type: none">• Approach and connect with their mentor as needed throughout their journey as a CHW
To be able to connect community members to existing health services	<ul style="list-style-type: none">• List providers and different centers/people that they would be able to work with or as part of in the Nilgiris health system.• Help with the creation of the directory for individuals that need to know the timings and schedules for the different health outlets in and around their surroundings.
To be able to identify the CHW's roles and objectives	<ul style="list-style-type: none">• List their responsibilities to the stakeholders as part of the project• Understand the roles of a CHW in promoting a healthy community and preventing deaths

CHAPTER 1.1: KEYSTONE FOUNDATION ROLES AND RESPONSIBILITIES

Tip: If the CHW is new, take them on a brief tour of the campus. This will help them get more comfortable about the landscape that they will be working in.

Background Information

Spend some time going over the structure of the Community Health & Well-Being Programme at Keystone. It is important to convey through the structure that the organization is very concerned with the well-being of the populations that they serve. Mostly, Keystone's concern and reason for intervention comes from observing that an increase in income of families through other initiatives have not resulted in an increased well-being of the community. Convey the main points of Keystone's venture into health by consulting this diagram:

Keystone
Emergency
Health
Support

- Utilization of money from the honey sales in the region to help alleviate critical health pressures in the *Adivasi* communities that occurred in the form of: accidents, snake bites, and complicated pregnancies

Re-vitalization
of millet
cultivation

- Community participation amongst the Kurumbas and Irulas to reintroduce and diversify diets in their communities by re-viving millet cultivation and practicing traditional agricultural practices.

Hunter
Gatherer
Initiative

- Health monitoring and community health workers mobilized in Nilambur, Kerala to address the poor health status of the indigenous communities in that region. The initiative helped identify ways to connect forest *Adivasi* members to social supports, public health care in Kerala.

Introduce New Lesson

Read or summarize this out loud:

Keystone understands health to be something that doesn't lie in the absence of illness or diseases, but something that transcends to the synergy between the wellness of the mind and body. This can only be obtained by maintaining a balance at the cultural, social, economic, and ecological level. In the past, Keystone has launched initiatives to help understand the determinants and the overall health status of the communities in the Nilgiris. Now, this CHW initiative is being built up to train local advocates to become linkages to the health system. Ultimately, CHWs will be key in being attuned to factors that affect health outcomes in their communities. More importantly, as a CHW you will learn how to focus into health seeking practices, the risk factors, the illnesses present, infant and child feeding behaviour along with WASH knowledge in the communities.

In this lesson, you will learn about your responsibilities as a CHW at Keystone Foundation. You will also learn how to tap into the resources that the organization offers for yourself and for your family. Finally, this lesson will introduce how you as a part of the Keystone community will be able to utilize the Keystone mentor system. By the end of this lesson, you should understand how being a CHW fits into the mission of Keystone and learn why as a CHW you will act as a representative for the organization.

Lecture: Keystone Perspective on Health

Lead into a lecture with participants about certain social determinants of health that can affect an individual's health and the ways that Keystone has helped target and work with communities on that topic. Use **Figure 1** to help facilitate this lecture. It is important to emphasize that Keystone is committed to building this health initiative in a way that integrates the peoples' perspective and brings in components of social, cultural, and economic realities. Before facilitating this session, it is crucial for you to learn how the following points in Figure 1 link back to the larger health initiatives and if applicable, the various projects that Keystone deals regarding it.



Tip: The manual does not go in-depth into the certain entities of Keystone's work. But it is important that the facilitator does a good job connecting the different moving parts back to the topic/discussion around health.

For example - You can introduce how Keystone works to obtain land rights for community members. These rights are crucial to maintaining and achieving a stable lifestyle and social cohesion amongst the members.

Discussion: Cultural and Social Identity

Since you covered the different components that go into determining “health outcomes.” Move onto an open discussion about what their own cultural and social identity means to them and how it plays a role in facilitating or promoting better health outcomes. Here are some example questions that you can bring up during the discussion. (15 minutes)

How has your community/village changed from 10-20 years ago regarding the environment, surroundings, or issues?

Name three things that you think that your community identifies as being unique to only your community

Why do you think it is important to preserve cultural and social identity in the field of health?

Tip: Note that the structure of the questions above can also be a type of monitoring/evaluation tool. If appropriate, use the discussion to lead into more subjective questions to get a feel of how the CHWs associate Keystone and Health. For example, you can ask:

- From our previous discussion, how has Keystone working in your community impacted the way people talk about health?
- What value do CHWs bring to a health system that is holistic and helps promote health in different ways?

Lecture: Preview of Progression of CHW skills through Keystone

Before ending this lesson, spend some time getting the CHW familiar with the progression of the skills that Keystone will be centered on teaching them. Use this diagram to clarify what their role for each module/training will entail. This will help them get more invested in the process and the progression of these trainings. The diagram (also provided as a handout) below also outlines what other topics of health that they can learn more in the coming months.

SKILLS OF A CHW



Social supports

- Help organize and conduct self-help groups and womens empowerment meetings.
- Assist in making the village health plans.
- Enable and help the community connect to health services and other social supports in the community.



Infections

- Identifying persons whose symptoms are suggestive of commonly transmitted diseases during the home visits
- Checking in to see that individuals take their drugs regularly
- Conducting village community lessons to ensure/promote collective action to protect from the spread of commonly transmitted diseases.



Newborn/Child Care:

- Help with identifiers for breastfeeding, feeding practices, and other child related questions
- Briefly cover common ailments that might occur with newborns(sepsis, asphyxia, etc..
- Temperature and management/prevention for reccurent illnesses such as diahorea, anmenia, fevers, and colds.



Maternal Care:

- Help with conseling of the pregnant women.
- Ensure that the family has a birth plan and then provide the needed support for a safe delivery.
- After the birth of the child, ensure that the family has the conselling they need for family planning



Mental health

- Gain information and guidance on dealing with mental health crises
- Help identifying mental health and developmental problems with simple intervention strategies
- guidance and suggestions for promoting mental health and preventing illness in the community.

CHAPTER 1.2: THE ROLES AND RESPONSIBILITIES OF A CHW IN A HEALTH SYSTEM (AT A LARGER SCALE)

Background

The role of the CHWs is one defined and understood as: an advocate, a linkage, and a health worker. Keystone wants to move towards having CCHWs function as the first point of access or referral to the existing health services. As part of the health initiative, Keystone wants to focus on having CHWs become comfortable with interacting with all members of the household and be able to routinely provide health education and actions to acute needs. Although, Keystone 'One Health' CHWs **will not be providing primary care in any way**, they are the critical referral and access link to more advanced clinical care and facility-based services for illnesses, maternal care.

Introduce a New Lesson

Read through and summarize this out loud:

Tip: For this lesson, start out with a fact or data point seen in either the Baseline Survey Report or through other Keystone documents to emphasize why it's important to mobilize resources to prevent illnesses or deaths and connect with the existing health systems in the region.

CHWs are looked to be the frontline workers for the larger health system – they are crucial to ensuring that every household member in their community has the knowledge on how to access health care. Taking on the role of a CHW means that you will be immersed into the health system that you are working under. In order to properly direct individuals to the care they need, it will be crucial for you to understand the role that the greater health system plays and your own roles and tasks. As you go through these trainings and become a figure in the community that people turn to, you will become more and more comfortable with being the link between the vulnerable households and life-saving care.

In this lesson you will be learning more about the roles and responsibilities of a CHW. You will also learn how to think of yourself as part of the existing health system. You will be going through activities and stories to get you more comfortable with what is expected of you – as a link to the health system and as a representative of Keystone.

Story

Use this story to lead into how in a community a role of a CHW can help prevent a negative outcome. Use your best to apply the backbone of this story to local community practices or concerns. Make this activity something that a CHW can imagine themselves coming across in their job. After reading the story out loud, ask the participants to share their thoughts and concerns.

Without a CHW

- A woman, Seeta, in a village has 3 children
- Seeta, her husband, and her children often fell ill but often but don't know the cause of their illness
- Seeta's oldest daughter has been coughing for several days but thinking that it was just the remnants of a bad cold, Seeta remained not concerned.
- When her daughter's cough continued for a few days, Seeta remembered that she had a home remedy that could help alleviate his cough
- However, even with the home remedies the cough continued to get worse and the daughter began to lose a lot of weight.
- When Seeta decided to take her to the clinic, it was unfortunately too late. Seeta could not help but blame herself for not being able to take her child to the clinic early enough

With a CHW

- Another woman named Priya, had four children and was pregnant with her fifth.
- Priya's youngest daughter came down with a cough. Priya wasn't too concerned with it but she remembered that from last time that the CHW had visited that Priya should tell him/her anything she was concerned with.
- When the CHW came to visit, he/she became alarmed when she noticed that the child's ribcage was drawing in a lot when she breathed so she referred the child to the clinic where she got the correct treatment for TB.
- Priya's daughter got well and she continues to use the CHW for any concerns that she has with her or her family.

Discussion: Placing yourself in the health system

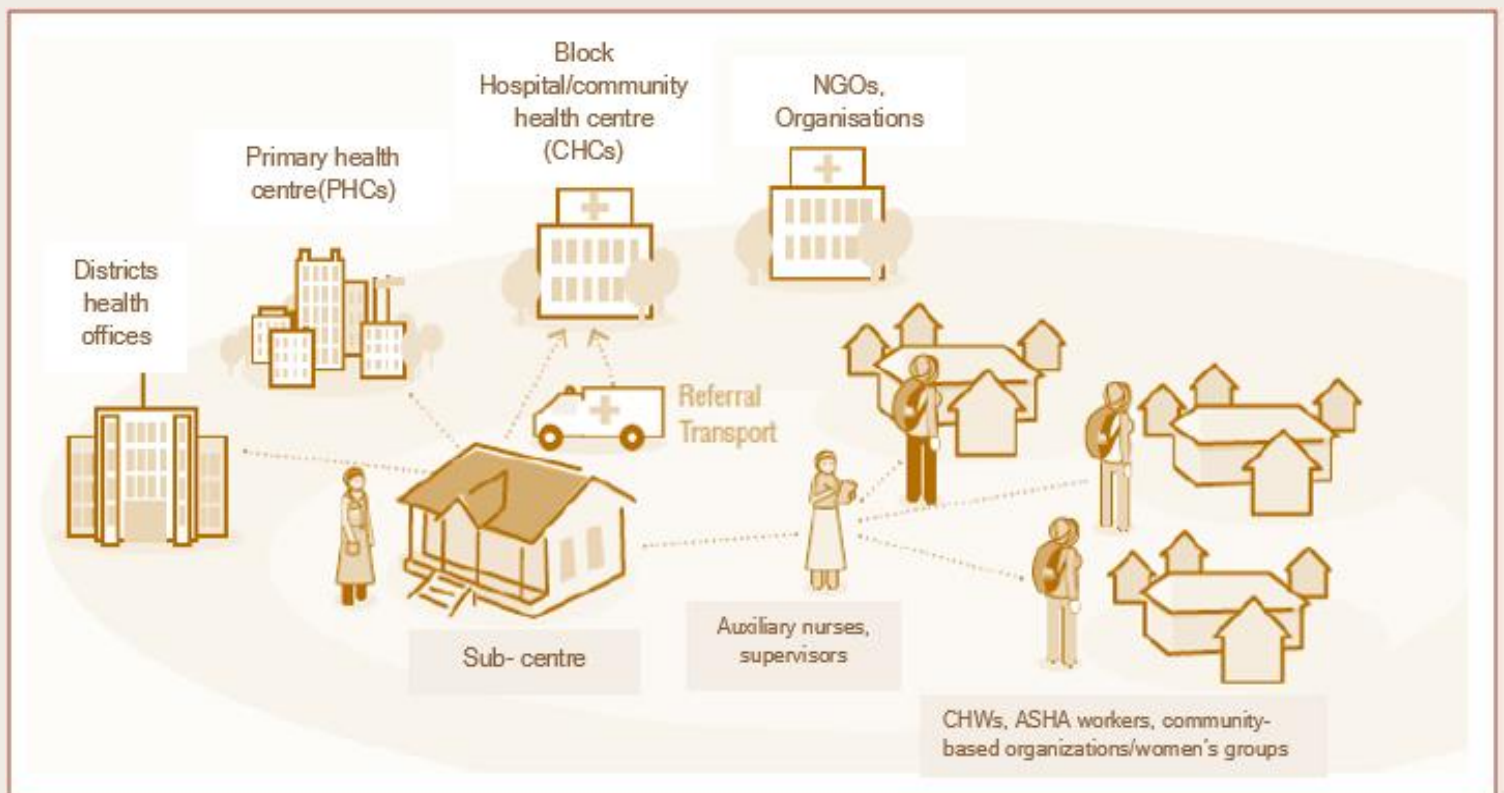
Engage in a discussion with participants on the different parts of a health system and how they can think of themselves as part of it:

- *Can you name different parts of a health system?*
- *What happens if someone in your village gets sick? Who do they go get care from?*
- *In terms of health what options exist in the community?*
- *Can you pinpoint what the different roles of health professionals are?*
- *As a CHW, what do you think you can do to enrich or make the health system function more efficiently*
- *How do you think that a CHW differs from other health professionals?*

*Tip: This discussion can provide a lot of insight on how the CHWs view themselves in the health system. Take the time to really bring home the point about **PREVENTIVE CARE AND NOT CURATIVE CARE**. Also lead the discussion to talk about how CHWs can be used as structures of empowerment from within the community. How they can demand and sculpt health outcomes and connect individuals to health services as needed.*

Lecture: The NBR Health System

Use the prior discussion to lead into a proper lecture about the different systems/services Use that CHWs should start familiarizing with and start accessing in their own health system. *If needed, print out a handout explaining the role of each of these health entities in Tamil (Handout 1.3).*

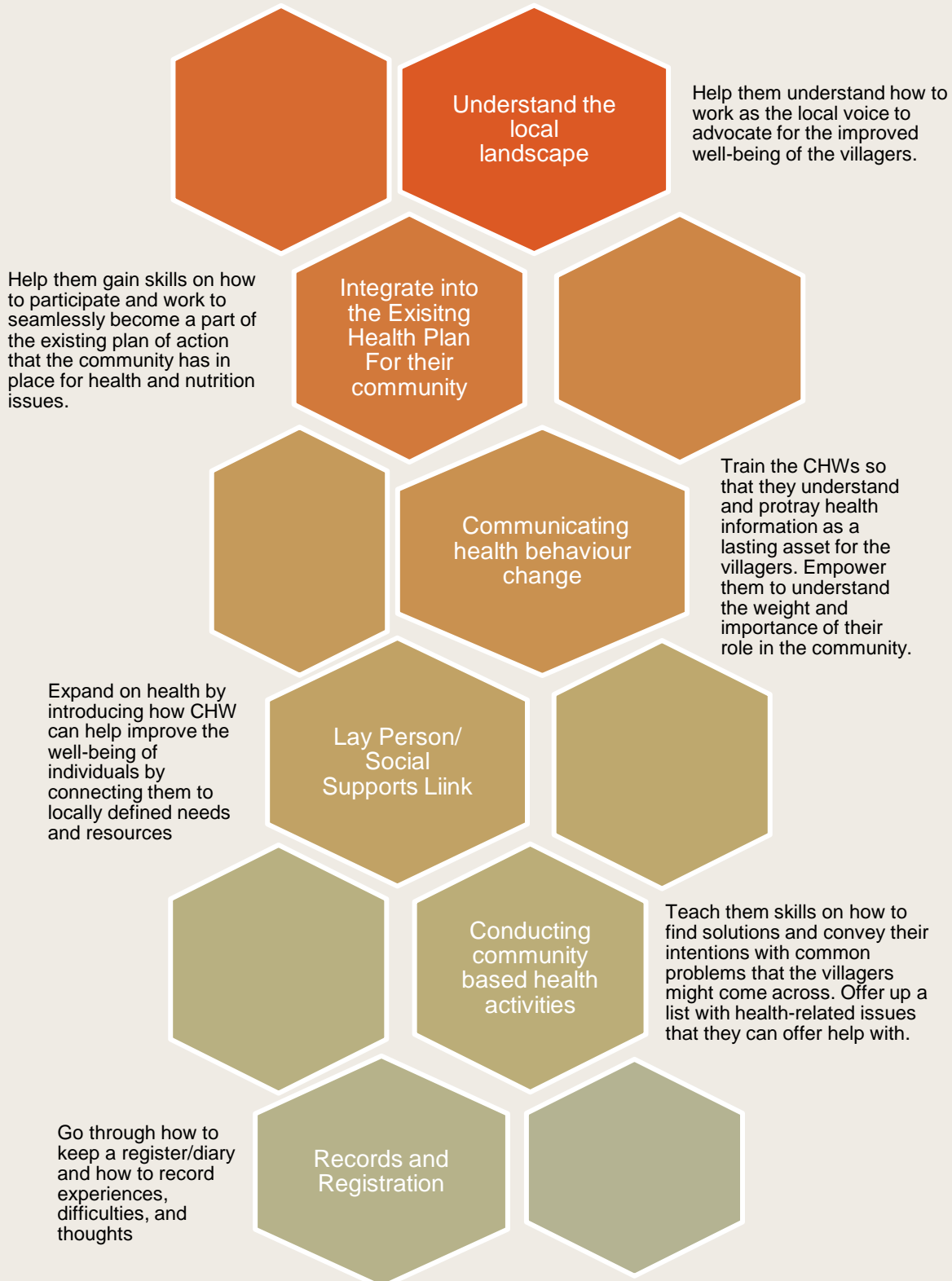


Key Content

- CHWs conduct household visits, community led activities, and keep records for the villages. This allows them to act as the first point of contact for care. They will mostly be based with preventing illness – both through counseling and education.
- CHWs should have a good idea of how to connect with or understand why other health workers and organizations/women's groups have started or visit their area. These outlets include: ASHA workers, ASHWINI health workers, NAWA workers.
- CHWs can play an important role in facilitating access to care. This can be done by:
 - Calling an ambulance
 - Arranging transport to the PHC or sub-centres
 - Calling for an ASHA/ANM worker to conduct emergency care
 - Calling Keystone to use funds from the emergency support funds
- The Keystone staff also includes mentors and supervisors that can function as the CHWs link to the Programmes at Keystone as well as to the health administration teams
- The use of the existing health centers and NGOs in the region is important – this is a bidirectional relationship since it makes the government also aware of how the Keystone CHWs are involved in the community's overall health

Lecture: 6 Key Responsibilities

Use this lecture handout to introduce the different responsibilities that a CHW has in their community. Emphasize that this is just a quick overview of what is expected of them. During the training sessions they will learn how to incorporate or emphasize the specific role expected of them. As the facilitator, you are expected to know how to talk about these responsibilities as well as answer any specific questions that might come about through the discussions.



For each section, go over how that **responsibility** links back to their overall position as a CHW. For the sections that have a proposed activity – the directions for each of these activities can be found in the appendix.

Tip: Important to remember that it is not required that you go through all the different activities. They are suggestions to get the discussion started about a specific responsibility. The goal of this handout is to guide you, the trainer, through a discussion of how the CHW can learn how to work as the local voice to help advocate and help improve the health and well-being of the community that they work with.

#1 UNDERSTANDING THE LOCAL LANDSCAPE

This would include having them discuss and become comfortable with conveying and reporting issues about:

- 1) Food and Nutrition of the area
- 2) Climate and Weather Patterns
- 3) Water access and usage
- 4) General health problems
- 5) Government provisions in the area
- 6) Forest Rights Act (*if applicable*)
- 7) Traditions/customs of the tribes that they work with

More importantly, teach the CHWs how to access and stay engaged with the community members. Have them realize that “knowing the community” can be done more efficiently when everyone from the community is able to voice their opinion. This means that the health of the community relies on the participation and input of everyone in that specific community. This task helps them recognize that health is not an isolated event but rather part of the well-being of the village.

Proposed activity: have the CHWs draw out a community map of their village, note places that they can access medical care (traditional or general) and draw out physical barriers in their landscape.

#2 INTEGRATING INTO THE EXISTING HEALTH PLAN FOR THEIR COMMUNITY

This task is important because it will allow the health outreach of Keystone to be complimentary, rather than take over, the traditional roles of the village health. Some examples of individuals that are part of this existing plan includes: nurses, healers, Panchayat members, the forest department, school teachers, community representatives, and ASHA workers. The act of becoming a part of a team, mobilizing resources that they already have can help ensure that the voices of the marginalized population can get involved in the planning and implementation process. This will also help their tasks become easier because most villages will also help in carrying out solutions and completing the tasks.

Additionally, they can also start integrating into the existing health plan for their community by engaging and helping conduct community-based health activities. They play a supportive role in helping the CHWs conduct their work in the village. Some examples of individuals that play such roles include the following:



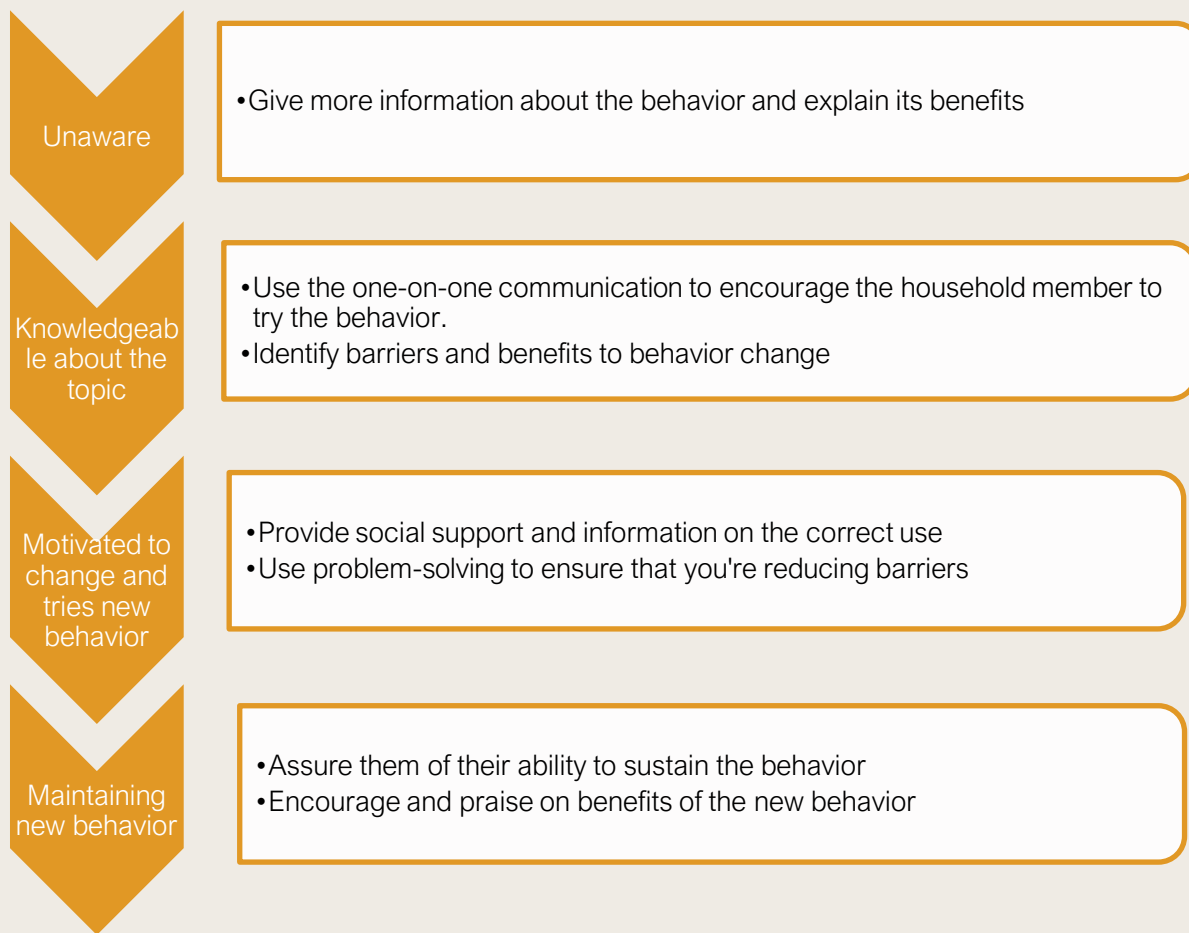
Proposed activity: Have them draw out a map (like the one they saw in the health systems lecture). But this time, have them draw themselves in the middle of the web and extend out either dashed connections to individuals that they know vaguely and then dark lines to individuals that they know well. Explain that their goal within the end of their first year of work is to see if they can darken lines to everyone on their map.

#3 LEARNING HOW TO COMMUNICATE BEHAVIOUR CHANGE

Health information can be impactful if/when delivered properly. Availability of useful information will allow the community to have the option to trigger changes in health promoting behaviours and adopting healthy practices. Help the CHW learn how to:

- Select and convey information about issues close to people's hearts and needs
- See what people know and build on that existing knowledge base
- Understand the problems from their viewpoint
- Share health information with them in a way that also helps highlight traditional practices
- Learn how to use the health aid kits, posters, flyers provided to communicate health
- Look for innovative ways to introduce behavioral change in the community

There's usually stages that are paired with adopting a new behavior. Use the figure below to guide them through counseling techniques that they can use to understand the "stage" that a household member is at and then use that knowledge to guide change or introduce new information.



Proposed activity: Have them go through two context stories; one health related and the other not related to health and have them think about how exactly they changed their own behavior. What were the factors that influenced their change in behaviour? How did they move through their own stages of change with either scenario?

#4 LAY PERSON/ SOCIAL SUPPORTS LINK

One of the most important roles that you can play is to help the community navigate the health and human services systems. This ultimately increases access to primary care through culturally competent outreach and enrollment strategies and teaches people the knowledge and skills needed to obtain care. Another thing to do would be to help the communities map and get familiar with the local services and see which services are still needed.

Proposed activity: Have them list the types and schemes that the villagers still require access to or need. This can lead to a discussion and a living record of the schemes that the villagers in a specific area is interested in. The CHW can help facilitate this connection with the local government.

Communicate that the CHWs can also help find solutions to health problems by being a vigilant ear. The counseling part of the job can be something they offer help for in passing or when they can reach out to Keystone to ask for advice on how to move forward with the issue at hand. Here are some topics that you can perform role plays with to highlight do's/don'ts of communication. The most important thing to

remember about this role is that the CHWs should know that it's okay to not understand or know how to proceed with these problems fully. They can help highlight ways viewpoints or alternative ways to tackle the problems for the community members who might need that extra help.

- Adolescent health
- Pregnancy and childbirth
- Abortion,
- Immunization
- Unmet needs of contraception
- Intimate problems like sexually transmitted infections/AIDS.
- Chronic ailments like cancers, TB, leprosy,
- Choosing simple health care options

In the role plays also specially highlight how counseling knowledge grows with time and experience. This ability to talk with different persons calls for some of the most important traits in a CHW: sensitivity and empathy.

Proposed Activity: Have the CHWs recall their most recent way that they've helped someone and then have them talk about what kind of advice helped them the most.

#5 CONDUCTING HOUSEHOLD VISITS

The main part of the work for a CHW comes from being engaged with the individuals at a household level. They will most likely spend most of their time conducting routine household visits. Through these visits, they need to become comfortable with screening, counseling, and following-up on patients that they recognize as sick.

Proposed Activity: Have the CHWs refer to the handout that lists tasks that are related to household visits. Present the information on the handout and then answer any questions that arise.

#6 RECORDS AND REGISTRATION

This role lends itself to a lot of quick and easy quantitative and qualitative data collection. The things that the CHW should be responsible for collecting include:

- New Patients and Referral Patients
- Chronic Patients
- Pregnancy and Deliveries
- Family Planning

Proposed Activity: Have them get used to the new records and registration form (Appendix 1.2)

Group Activity: Scope of Work

Now that the participants have become more aware of the different responsibilities and the linkages that they have in the health system. Go through an activity that tests their knowledge about expectations from different stakeholders, their main job descriptions and tasks and whether they recognize what are the jobs and duties that fall inside the scope of their own practice more importantly, if they can identify what falls outside of their practice.

Step 1: Start the activity by asking the CHWs to share their understanding of what their scope of practice is. You may choose to do this by posing questions such as these:

- 1) In general, what do you think is the work you should do on a day-to-day basis in these villages.
- 2) Why do you think it is important for CHWs to know what their work and expectations are?
- 3) What are things that could influence a CHW's work?

The trainer should prompt them if there is some work that is happening or some work or some outcome that has not been spoken about.

Step 2: Trainer should then go through and point out tasks that have not been mentioned and clarify the tasks and outcomes that the CHWs have already been noted

Step 3: Explain that each learner will be provided with a set of cards labeled with a type of service or skill set, and their task is to place that card in the category where they feel that it best belongs

- Within the CHW work and duties
- Sometimes within the CHW work and duties
- Beyond or outside of the CHW work and duties

Step 5: Hand out the cards, providing at least one card to each learner. Invite learners to come up to the board or wall of the training room where you have written the categories just specified. Provide them with a piece of tape and ask them to place each card, one by one, into the category where they think it best belongs, and to explain why they selected that category.

Step 6: Invite the rest of the group of learners to ask questions or to share alternative ideas for the categories in which to place the card.

Step 7: As a closing activity, have the CHWs come up with 5 values that they think are important to them. After having learned about heavy concepts and learning more about their role in this organization it is important that this part of the training is kept light!

Tip: Since many of these CHWs have been working with Keystone for a while now, they can't just be told that these are the outcomes and roles that are expected. Make sure that this activity is an interactive process with their voices heard and their concerns discussed.

CONTINUED: SCOPE OF PRACTICE CARDS

Within the CHW work and duties

Provide clients with referrals to local services and agencies	Conduct Health outreach in the community
Accompany clients who ask for support during appointments with other agencies or service providers	Participate in a community diagnosis to identify a community's key resources and outstanding health priorities
Participate in community organizing efforts to change public policies and promote improved health outcomes	support clients in developing an action plan to reach a health goal
Advocate with another agency to accept a client into a specific program or service	Provide health education about a specific health issue
Provide client-centered counseling or coaching to support a client in changing a health-related behavior	support clients in developing an action plan to reach a health goal
Facilitate a training in the community about a common health concern or issue	Provide support to a survivor of trauma by listening to them and helping them to access relevant services to support their healing
support clients to better manage stress in their daily lives	use motivational interviewing skills when working with clients

Sometimes within the CHW Works and duties

Conduct home visits to clients support clients in learning how to take their medications as prescribed and directed by a licensed provider	support clients in learning how to take their medications as prescribed and directed by a licensed provider
Determine a client's eligibility for a particular benefit, service, or program such as a health insurance program	Participate in a research project
Co-facilitate a support group for clients	Co-facilitate a support group for clients
Participate in designing or developing a new program or service for the community	Conduct media advocacy such as using social media to promote a program, service, or health-related behavior or goal
supervise other CHWs	Provide results and counseling for certain tests such as pregnancy and HiV antibodies
Conduct basic medical services such as taking blood pressure, blood glucose, and weight	Clean and bandage wounds while on outreach

Outside the CHW work and duties

Provide clients with a diagnosis of a common illness such as hypertension, depression, or asthma	Advise clients about the type of medications they should take to better control their chronic health condition—such as asthma medications
Advise clients about the types of treatments they should receive for a specific illness	Provide counseling to a survivor of trauma who is experiencing great distress and immediate health risks
Provide counseling to a survivor of trauma who is experiencing great distress and immediate health risks	Provide Therapy
Participate in the evaluation of a specific program or service	

Small Group Discussion: for activity 1.2

Please discuss the following questions about the CHW work and duties. Have them record their ideas on a sheet of paper and then have them select a member of their group to present the ideas that they discussed during the large group discussion to follow:

- *Who may be harmed if a CHW works beyond their scope of practice?*
- *What can CHWs do to best ensure that they do not work outside their scope of practice?*
- *If a CHW were to come to your home to take care of your family, how would you want him/her to behave or do?*

Review Key Messages

Ask the group these questions to check their understanding of the lesson. You could lead the conversation by saying:

Why are CHWs valuable to the communities they serve?

What do you consider to be the most important responsibility of a CHW?

Can you explain in your own words how a CHW plays as a link between the community, Keystone, and the larger health system?

2

SESSION TWO

IMPORTANCE OF STAYING HEALTHY AS A CHW

OVERVIEW

This session is concerned with teaching CHWs how they can learn to define health and illness. This is crucial to help foster the connection between the knowledge that they're gaining through these sessions and the way they implement their teachings into the community. This session will expand on how to focus on upholding the mental and the physical health while working as a CHW.

LEARNING OBJECTIVES

Objective:	The CHW will be able to:
To understand the importance for staying health and the factors that affect one's health in the field.	<ul style="list-style-type: none">List the four components to staying healthy (with examples).
To understand how emphasizing self-esteem is an important part of doing their job	<ul style="list-style-type: none">Have the language to talk about their challenges and their successes in the fieldKnow to fill out and actively refer back to the self-development plan and/or diary
To become inducted into the mentor system at Keystone	<ul style="list-style-type: none">Approach and connect with their mentor as needed throughout their journey as a CHW
To know the values of a CHW	<ul style="list-style-type: none">Discuss real-life examples on how to fulfill the values required of a CHW.

Introduce New Lesson

To really understand how as CHWs who will be around a lot of different ailments can stay healthy, you need to think about how you can best apply the principles and teachings from this class to your own life. Maintaining your health is crucial because it will help you stay focused on your job, and will build that rapport of someone who “practices what they preach.” It will also help you become more attuned to what does keep you healthy and what kinds of things make a person ill.

In this lesson we will first start discussing the mental health aspect of staying healthy and fit by helping you explore and build on things like: self-esteem and self-development, and a mentor plan to help you when you need it. Then the lesson will expand on the values of health when you work as a CHW.

Story

Use this story to lead into how in a community a role of a CHW can help prevent a negative outcome. Use your best to apply the backbone of this story to local community practices or concerns. Make this activity something that a CHW can imagine themselves coming across in their job. After reading the story out loud, ask the participants to share their thoughts and concerns.

Story of a Death

- A CHW named Ravi has been sick for the past three weeks with a cough, cold, and a sore throat. One night, he woke up to severe diarrhea which continues into the morning.
- He decides to still go in for household visits because he wants to stay committed and on track with his job
- However, when he gets to his first house he has a hard time focusing on his clients and ends up fainting
- From that day, the community members don't really want Ravi to visit because they don't think that he's taking good care of himself and don't think that they can learn anything about health from him

Story of a Death Prevented

- A CHW named Ravi has been sick for the past week with a cough, cold, and a sore throat. One night, he woke up to severe diarrhea which continues into the morning.
- He decides to call in the houses that he was supposed to do house visits at to reschedule. Ravi decides that it would be best for him to visit the hospital and figure out what is wrong with him.
- The doctor at the hospital is able to give him the proper medication and recommends that Ravi rest until he gets better.
- Ravi goes home, follows the directions that the doctor recommended, and is able to get back to work the following week in full health.

Lecture/Discussion: Components of Staying Healthy



Why is it important to stay healthy?

Helps the CHW fulfill their roles and responsibilities. It also gets them thinking about how to prevent illnesses and promote health in their own life.

Question for the CHWs: think about what parts of your life is affected when you fall ill?

Factors that can impact health

Introduce the idea of nature vs nurture. Get them thinking about family history and the impacts of genetics. Talk about how to reassess how certain traditional practices, can have the potential for being adverse or harmful to their health. The main objective is to have them adopt healthy practices and learn how/when to use health services in time.

Question for the CHWs: Have them make a checklist on why some people(women, men, children) can get affected differently

How to Remain Healthy

Help them understand that a thing part of their job is to make sure that they take proper care of themselves. Go through hand-washing techniques with them, help them list and think about what kinds of things helps with maintaining their well-being

Question for the CHWs : Think about what kinds of personal hygiene and self-care that you do to stay healthy

Assessing your health

In order to help the community that you work for, it is crucial that you take care of your own health first. Throughout these modules you will be learning best practices on how to care for yourself, your family, and others. These skills will make you more aware of how to manage and be in the best health.

Question for the CHWs: Think about what constitutes as healthy for you and for your family? Do you consider yourself as health?

Lecture: Self-Esteem

Go through the differences that arise from understanding the differences what self-esteem is about and what it is not about. Self-esteem and the process of knowing themselves as a CHW is an important way for them to fully understand their roles, strengths, as well as their weaknesses. This process of reflection is important to facilitate growth and awareness. It is also important in the process of empowerment and the completion of impactful work at the community level.

Self-Esteem: the perception that you have about yourself. It is about how much you value yourself and how important you think you are.

What Self- Esteem is about:

- Confidence
- Satisfaction
- Self Worth
- Believing in your abilities
- Ability to forgive self and others

What Self-Esteem is not about:

- Convincing yourself of your worth
- Praise
- Superficial features

Tip: Spend some time talking to the community health workers that it is important to take care of themselves, and to respect their needs to fulfill their role as a CHW. Share some tips with them on how they can maintain and work on the process of building a healthy self-esteem.

- They can start keeping a diary about how they deal with others and conflicts that might arise throughout the day
- They can also contribute to their general welfare, happiness, and empowerment by spending one hour of each day devoted to self-growth and development

Small Group Activity:

Have the participants break off into groups of 2-3 and have them ask each other these questions concerning self-esteem

- What are some of the difficulties that I face in order to complete my work?
- What are some of the changes which I will practice if I have to deal with this situation again? (The changes can be related to behaviour, way of working, etc.)
- What did I do today for which I am not happy? Why?
- What did I do today which has made me happy? Why?

WORKSHEET: CHW SELF-ESTEEM DIARY

Monday	Something I did well today...	
	Today I had fun when...	
	I felt proud when...	
Tuesday	Today I accomplished...	
	I had a positive experience with...	
	Something I did for someone...	
Wednesday	I felt good about myself when...	
	I was proud of someone else...	
	Today was interesting because...	
Thursday	I felt proud when...	
	A positive thing I witnessed...	
	Today I accomplished...	
Friday	Something I did well today...	
	I had a positive experience with (a person, place, or thing)...	
	I was proud of someone when...	
Saturday	Today I had fun when...	
	Something I did for someone...	
	I felt good about myself when...	
Sunday	A positive thing I witnessed...	
	I felt proud when...	

Activity: Self-development plan

Handout on the self-development plan and diary and discuss:

- 1) Talk about the steps that they can take to achieve these qualities/skills
- 2) Then, talk about the difficulties they might encounter trying to reach these goals
- 3) Who/what where will they receive support and help from?
- 4) Who can help them monitor their self-development plan?

SELF-DEVELOPMENT PLAN

Name:

Name of your Mentor:

What are your strengths:

What are your limitations:

I want to...	Time Frame
<p>.... improve the following three qualities/skills. Try to prioritize them in order of importance.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	

Key Content

Share these tips to monitor for their development plan:

Review these daily goals and check in and see if you've achieved them

Reflect on the reasons that might be stopping you from reaching these goals

Take steps on what you will do differently the next time

Share this development plan with someone that you trust so that they can help you be accountable

Make sure that this is a dynamic plan: keep revising the goals and make sure that you are working to reach new goals and trying to achieve new skills/qualities.

Identifying ways that self-esteem, your strengths and weaknesses can be incorporated into your daily work is crucial to success of the CHW health program.

Lecture: Keystone Mentor System

Why use a mentor system

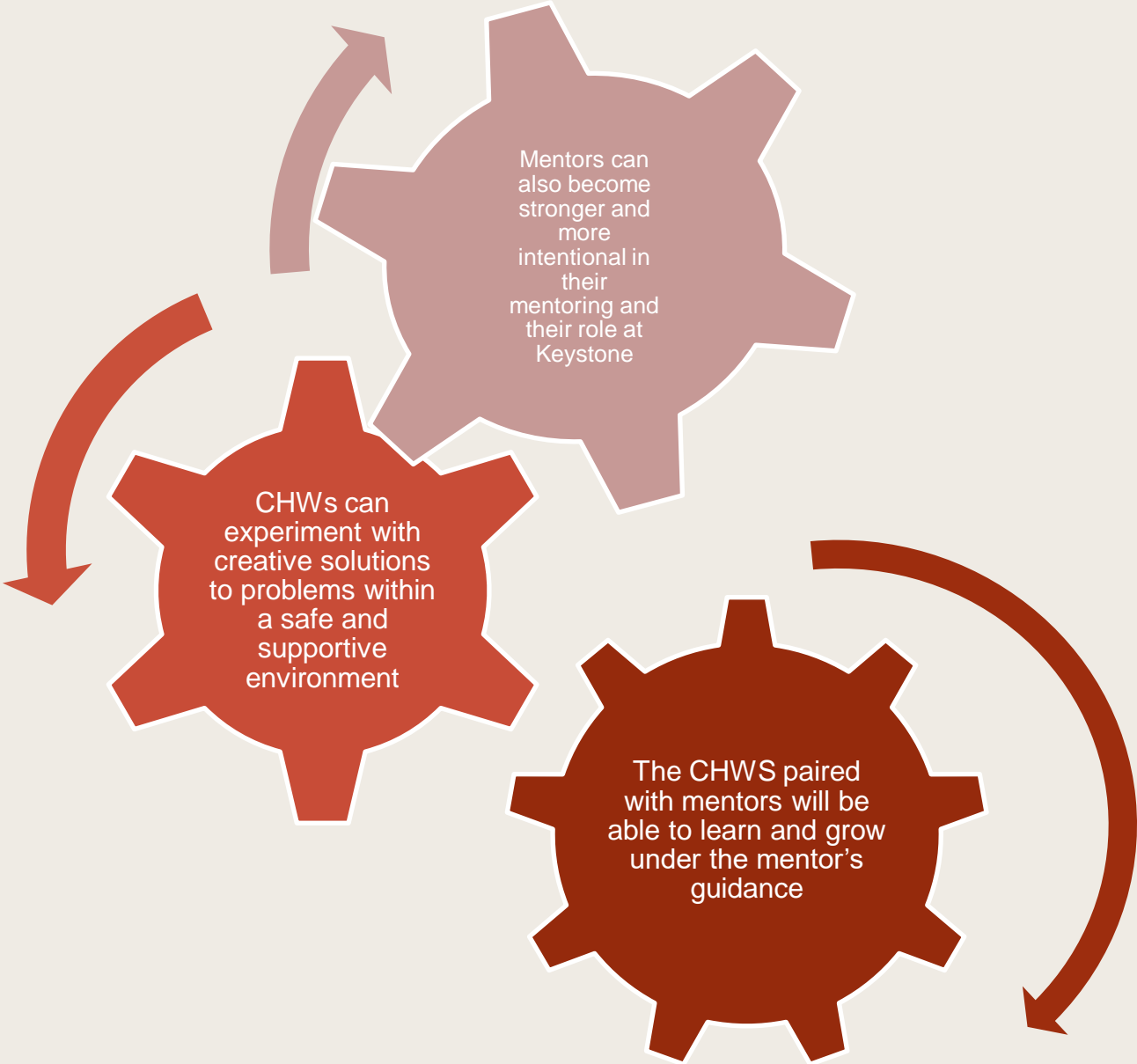
Mentoring is an effective way of helping individuals develop progress in their profession. The key to having this partnership readily available for the CHWs is to encourage them to see themselves as part of the Keystone community. Additionally, a community-centered mentorship program also help the extension staff to get involved with the health program.

Tip: It is important to have the Keystone staff members play a role in the 'One Health' CHW trainings and success. Be being a mentor, they will be more invested in the program's success as well as gaining the opportunity to act like a link between the CHW and the greater Keystone structure.

How to make the most of the mentor system

1. Develop a relationship of trust. Relationships need to be built before any effective mentoring can take place. *Use the next 10-15 minutes to have the mentor-mentee pairs learn a little about each other*
2. Define Roles and Responsibilities. Typically, a mentee is more receptive to feedback if she or he feels like an active participant in the relationship. *Hand out poster paper and have the mentors and mentees draw each other's hands on it. Have them exchange the hands and on it draw what they think a mentor/mentee's role should be moving forward. After drawing or writing out what they think have them share it with each other*
3. Establish short and long term goals. Mentors and mentees should work together to develop mutually agreed upon goals. Mentors need to provide constructive feedback to mentees on goal progression. Mentees should have an opportunity to be reflective on their actions and be given written feedback.

There are many benefits to successful mentoring relationships:



Introduce New Lesson

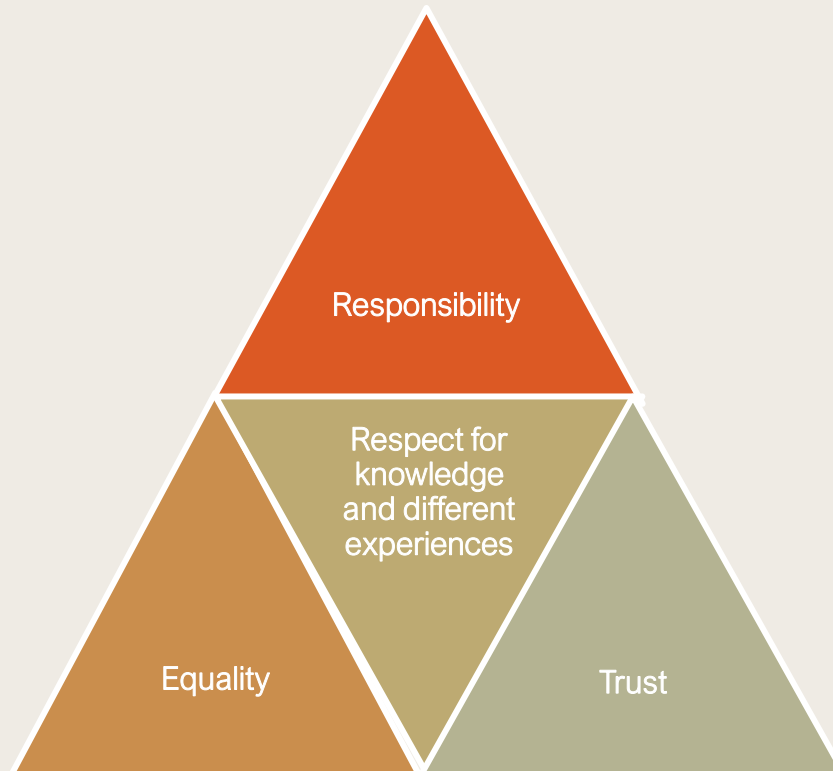
Read or summarize this out loud: Values are the central guiding force for all our behaviors and attitudes. Remember this as you start or continue your journey as a CHW. While working in the social sector, it is important to know that you are essentially working to promote positive change on the values that might exist in the community. So, it is important to address and go through the different values that become important for the individuals that work in this field to possess.

Since we are all unique individuals, it is important to understand that there is usually no wrong or right. These are just the values that have seemed to work with other CHWs and we feel like it is important to share that with you.

- 1) Value of Responsibility
- 2) Value of Equality
- 3) Value of Trust
- 4) Value of Respect

Lecture: Values of a CHW

To create a CHW initiative, it is important to have a program that has CHWs that are not only committed to their roles and responsibilities but also uphold the values of the organization as well as their position. Use this diagram to guide you through the diverse ways that these values can come in handy when dealing with community members:



3

SESSION THREE

OVERVIEW OF A HOUSEHOLD VISIT

Overview

This session lists out the principle activities that a CHW should conduct in a household visit. First, the session will help CHW learn how to plan for their visits to the households and tips on how to conduct their goals in the field. Then, the session goes into depth on the specific step-by-step overview of the household visit events. Finally, we will expand on the role of the CHW as being able the link for monitoring and evaluation purposes through their records and registration.

Lesson Objectives

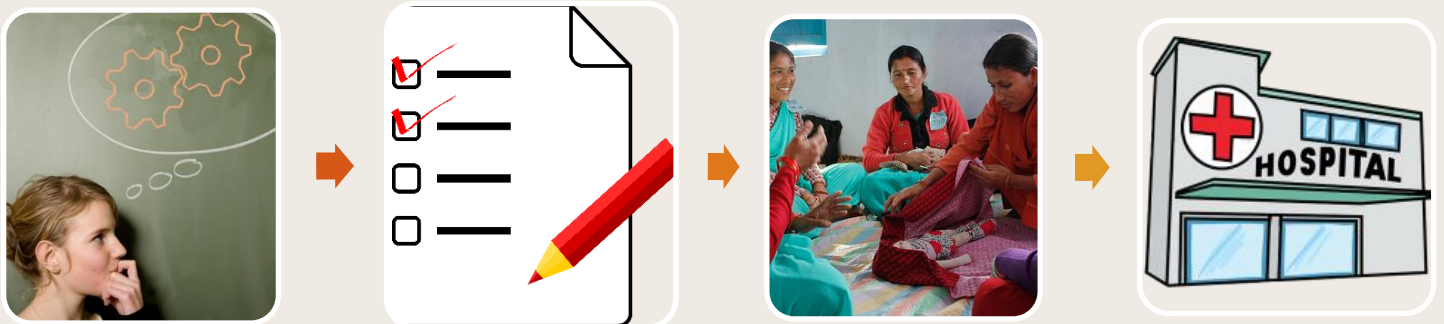
Objective:	The CHW will be able to:
To be able to apply communication strategies when they visit a household member during a visit	<ul style="list-style-type: none">• Explain the importance of each step in a household visit• Name the 4 steps of a household visit• Identify the proper caregivers in a household
To be able to properly open and close a household visit	<ul style="list-style-type: none">• Identify key activities to do when opening and closing each visit
To understand the importance of information for patient monitoring and how to collect data at the household level	<ul style="list-style-type: none">• List 3 reasons explaining the importance of information collected by CHWs.• Give 3 examples of how data collected by the CHWs can be used by Keystone for monitoring and improvement progress.

Introduce New lesson

A household visit can be split up into five main steps. We will be using visual aids and other preparatory materials to help you understand the steps that should be undertaken while visiting a household. To ensure that all the necessary things during a household visit is covered; it is important to plan how to conduct the visit while preparing to make the visit. This lesson will expand on how through observation and key questions, CHWs can pick up on danger signs or symptoms to help perform their duties. The goal is teach the CHWs how to perform a routine visit or conduct an awareness meeting on things such as: proper hygiene and sanitation practices, proper nutrition, child immunization, maternal and adolescent health.

Lecture: Steps of a Household Visit

Go over the content of how to conduct a household visit.



Preparation

- Supplies and profiles of the household members reviewed and checked
- Know who would be at the households that you will be visiting

Assessment of Signs

- Assess the health situation at the household through observation and key questions
- Do you observe unhealthy practices in the environment (ex: uncovered water supply, improperly disposed waster, unused latrine)

Routine Care

- Counsel and help as needed
- Take the time to go over the different concerns that the household members might be having

Close the visit

- Provide referrals
- make sure that you schedule a follow-up visit

Role Play: Household Visit

Have the participants divide into groups of 3-4. Explain that the prompt is to practice a household visit and describe observations. Instruct the participants to take turns playing the CHW and the pregnant woman.

Prompt 1 – Preparation

Priya, a CHW visits a household that has just moved into the community. In that family she is greeted by a pregnant mother, her four children (Ages 3 months-10 years). How can Priya prepare for this visit and how can she ensure that the household members know the purpose of her visit?

Key points: When you are greeting the family and building good relations focus on these things:

- Proper and gentle greetings
- Introduce themselves to the new family
- Explain why he/she is there to ensure a healthy baby and mother

Prompt 2 – Assessment of Signs

As soon as Priya enters the household, she sees that the mother is giving her four-month-old water. The other three children are hiding behind the grandmother. One of the children is holding a cat and all of them seem malnourished. Priya had also noticed that there was a latrine outside, but it didn't look like it was kept clean. There also is a water storage tank but no sign of a handwashing station. How can Priya translate her observations into conversations with the mother?

Key points: To have a complete assessment of the danger signs as well as the symptoms in the family, it is important for the CHW to have well developed and attuned skills for asking questions and listening:

- Ask open-ended questions to find out about the family's situation and where they are in adopting the behaviour
- Use 'body language' to show that you are listening to the family
- Show that you are listening by reflecting what the woman or family member said
- Empathize.
- Avoid words that sound judging

Prompt 3 – Routine care

Through the conversations, Priya finds out that the mother is 5 months pregnant and not practicing family planning. She has not visited a hospital regarding her pregnancy because she thinks that it might be too early on. She also has not observed any sicknesses in her children. Her children eat two times a day. The mother does make sure that the water storage unit is kept clean and closed but you don't seem to have a handwashing station. Her and her family prefer open defecating. How can the CHW lead into conversations about the importance of hospital visits and lead into an awareness of: water and health as well as nutrition and health?

Key points: Giving relevant information for signs

- Accept or acknowledge how the household member is thinking or feeling
- Give a little, relevant information at a time, based on a family's situation and where they are in adopting a new behavior
- Tell a story to give information without seeming like you are giving instructions
- Make suggestions instead of commands. Have you considered? Would it be possible?
- Give information in short sentences and use simple language.

Prompt 4 – Closing the Visit

After counseling on the topics that the CHW addressed as important to the scene, she thinks that the family could benefit from another visit in another month. How can the CHW encourage the family to arrange another visit?

Key points: checking, understanding, and solving problems

- Use open-ended questions to check understanding
- Discuss what the family plans to do
- Praise if there are things that they have done well – can also be given throughout the counseling process

Review Questions

Why is it important for CHWs to follow the steps of a household visit?

Why is it important for CHWs to check for danger signs before conducting any counseling?

Why is it important for the CHWs to carry the job aids and counseling cards?

Lecture: Key Questions for a Household Visit

This handout can be used to provide the following information to the group and ask them how they would respond if the family they were working for responded with a “yes” or a “no” to any of the key questions. Ensure that the details on how a CHW should respond will be again introduced and reviewed in other chapters of the training manual.

Key Questions to Help Identify Priorities During a Visit

Greeting the Household

- Are there children, pregnant women, or single women at the house?
- Do you observe unhealthy practices in their living environment? i.e uncovered water supply, improperly disposed waste, unimproved latrine?

Assessing the House Situation

- Is the visit a response to an emergency, do they need your help getting to a hospital facility?
- Is this visit a follow—up visit, will you be reassessing their symptoms, treatment with the hospitals, or following up on a referral?
- Is anyone visibly sick? Do you think that their illness or symptoms could be treated?
- Are there any unhealthy practices that you observe within the household?

Providing Care

- Are there are pregnant women, newborns, or children under 5 that need to be written down as a new patient or cared for?
- Are there any adolescents?

Close the visit

- Did you have any referrals from your visit?
- Will you schedule a follow-up visit

Demonstration: Job Aids

Job aids (which will be found in the participant packets) can be used to guide the CHW to each counseling card that should be used. During the household visit, these are the job aids that can be used:

Visit Point	Job Aids to Use
At the beginning of all household visits	<ul style="list-style-type: none"> - Household visit - Danger Signs
When speaking to pregnant women	<ul style="list-style-type: none"> - 1000 Days Schedule - Routine Visit: Family Planning
When speaking to caregivers	<ul style="list-style-type: none"> - Routine Visit: Newborn Care - Routine Visit: Under 2 Care - Routine Visit: Under 5 Care - Case Management + Referrals
When speaking to household members	<ul style="list-style-type: none"> - Routine Visit: Hygiene and Sanitation - Routine Visit: Nutrition
When finishing the visit	<ul style="list-style-type: none"> - Close of visit

Review Key Messages

Overview to the household visit

- Prepare supplies and/or job aids before the household visit
- Take the time to plan and write down the visit priorities
- Assessment of household members' danger and illness signs or concerns
- Go over the provisions of referral as necessary
- Routine care should be conducted regardless of concerns
- Make sure to take notes and go through the records/referrals form
- This data gets submitted/forwarded to the CHW health and well-being team
- Know how you can call for emergency help in case of emergencies

Job Aids

- An introduction to the different tools that exist to use on the job. Every module in section 2 of the training will go in-depth on the topics and the specific aids to use.

Appendix 1.1: Welcome Icebreakers (15 minutes)

Aim: To introduce or get comfortable with each other. This icebreaker will allow everyone to feel relaxed and remain focused on the workshop

Methods: Game and interaction

Materials: one ball

Step 1: Welcome all participants to the workshop. Acknowledge that they have been working on this task for a number of years, and know each other well. This session will help them relax and know more about each other.

Step 2: Explain the game to the participants. The trainer should throw the ball to a participant, who should catch it. Then the person who caught the ball should tell the group: a) their name, b) the village they works in, and c) whom they think is most helpful in supporting them in their work and d) most helpful in the community. These last three questions can be changed depending on what you would like to focus on and level of familiarity. For example you could ask them to state how long they are working as CHW, or what they like most in their work etc. But let it not be a programme or work review question.

Step 3: The first participant should throw the ball to any other person they know the least. Then they would throw the ball to a third participant who could be anyone in the room, except the first two. Thus the ball would proceed to every participant and everyone would have introduced themselves.

Step 4: Then the trainer would collect the ball and again throw the ball to a participant, who should then catch it and tell the name of the person who threw the ball. If he/she does so that is good, if not he/she has to be helped by their neighbour and if still they cannot get the name the participant has to introduce himself/herself again. Now the ball goes around and each person has to name the person from whom they receive the ball. The goal is to have each person recollect the names of all those in the room.

Step 5: The game can be allowed to run till everyone's name is familiar or time runs out. The game can be brought to a close with a thank you by the trainer.

Notes for the trainer:

The trainer could also use some other game for the introductory activity. Make sure to choose a game this is appropriate for the level of comfort of the CHWs. Since many of them might know each other already, it is important to create a game that builds on the existing relationships that they have with each other.

Appendix 1.2: Activity Planner

Purpose: The Activity Planner is used by CHWs to help them keep track of appointments with clients and any key community activities they may wish to record. Any calendar or day planner can serve as an activity planner so long as the CHW finds that the format is functional and easy-to-use.

How to use the planner:

- Instruct CHWs to:
 - use the planner to record all the client visits and events that they are planning to conduct, for example:
 - √ record in the planner the name and location of clients that the CHW plans to meet for an initial visit on the date agreed upon with the client.
 - √ write the client's name, ID number, and method on the date that the CHW and the client agree upon for their next visit.
 - √ use the calendar to help calculate the date of the client's next visit (varies depending on the method that the client is using and when they may need reassurance or resupply).
 - √ record in the planner the community activities that the CHW plans to attend or organize.
 - keep all records containing client information confidential.
- Instruct supervisors to:
 - review a CHW's activity planner at regular intervals to ensure that the CHW is performing as expected (e.g., scheduling follow-up and re-supply visits with clients at appropriate intervals, keeping a schedule that is realistic – not overbooking so that the CHW can meet her/his obligations to clients without neglecting other issues).

Instructions for Using the Activity Planner

- select the planner format that works best for you (either weekly or monthly).
- use the planner to record all the client visits and events that you are planning, for example:
 - write the name of a client that you plan to meet for an initial visit on the date that you agree to meet (i.e., someone you met in the market or at a community health talk who invites you to come to their house for an initial visit).
 - write the name and ID number of the client on the date that you and the client agree upon for their next visit; you may also want to make other brief notes about the visit, such as what method the client uses so that you can be sure to have ample supplies ready for your visits with clients.
 - use the calendar to help calculate the date of a client's next visit, for example:
 - write the community activities that you plan to attend or organize on the date they are scheduled to occur (e.g., health talks in the village square for community members or for adolescents at the secondary school).
- bring your activity planner to every meeting with your supervisor.
- keep all records that include information about clients in a safe place where no one else will see them.

Appendix 1.3- Client Tracking Form

Purpose: The Client Tracking Form is used by CHWs to collect information about new clients, to monitor continuing clients, and to keep a record of any concerns or complications that may occur. For the CHW, it functions as a client register or activity log to record the family planning method dispensed and to manage his/her clients' scheduled visits. Supervisors use this information to manage and report on the activities of the CHWs they oversee. When use and continuation data from the tracking forms are compiled, the information is used to assess the effectiveness the One Health program.

How to use this form:

- Instruct CHWs to:
 - use one form for each client to record all the visits made.
 - record on the client's form each time they provide services.
 - bring all client tracking forms to any meeting with his/her supervisor.
 - keep forms in numeric order by client number so that you can easily locate a client's tracking form to look up and record information.
 - keep all client records confidential.
- Instruct supervisors to:
 - review each client tracking form at regular intervals to ensure that the CHWs are performing as expected (e.g., recording complete and accurate information, scheduling and conducting follow-up and re-supply visits with clients at regular intervals, screening for and administering reinjections and other methods as appropriate, documenting adverse events or complications from using a method, and referring clients who experience problems).
 - based on your observations from reviewing the tracking forms and asking any necessary clarification questions, provide performance feedback to the CHW.
 - record the date at the bottom of the form each time you review it.
 - compile the information collected from the Client Tracking Forms to verify the information provided by a CHW on the CHW Services Tracking Form and the CHW Stock Tracking Form each month.

Printing and Copying

- Depending on the situation and the available resources, consider pre-printing the client tracking sheets in a book or register format so that information gathered and recorded by CHWs is created in triplicate and can serve multiple purposes. For example, after a specific data collection period, the first copy could be used by the project team to compile program data, the second copy could be kept on file by the CHW's supervisor at the district/local health facility in the catchment area where the client lives, and the third could be retained by the CHW in his/her register.
- Remove or cross out (strike-through) any identifying information about individual clients from forms used for project monitoring and evaluation purposes (e.g., the names of the client and client's spouse, contact information). This information is confidential and should only be available to the client's health care providers (i.e., the CHW, his/her immediate supervisor, other facility-based health care providers who may be providing health services to the client).

Example Client Tracking Form

Client #: _____

Name of client: _____ Client's date of birth: _____

Sex: M / F (Circle one) Name of client's village: _____

Name of client's spouse: _____

Client contact information (mobile #): _____

No. of children: _____ Date of last birth: _____

Name of CHW: _____ Signature of CHW: _____

Date of client visit (dd/mm/yyyy)	Chronic Patients			CHW notes
	Blood Pressure	Symptoms	Current Treatment	