

Revision, Practice and Evaluation of Training Workshops 1 to 4

Session 1 : Revise and evaluate the contents and skills from the training workshops 1 and 2

Day : 1

Time Required : 3 hours

Purpose

To revise the contents of training workshops 1 and 2 and to solve the difficulties ASHAs may have. In addition, this review will provide ASHA's the opportunity to clarify any doubts and revise both the content and the skills. To evaluate ASHAs for the above.

Objectives

At the end of the session the ASHA will be able to :

1. Correctly state which women should be included in the list of women who are eligible to become pregnant, and which ones in the list of pregnant women. List the danger signs during pregnancy when the woman should be referred. Also determine EDD based on LMP
2. Demonstrate use of effective communication skills while giving health education during pregnancy
3. Determine 30 seconds and 5 minutes after delivery
4. Correctly perform the skills involved in the first examination of newborn – measuring temperature, weighing baby, identifying newborn conditions

Materials

- List of all women in the village who are eligible to become pregnant
- List of pregnant women
- ASHAs workbook including - Pregnancy form, Delivery form, First examination of the newborn form and Home visit form
- Mother and Newborn Record
- Health education flip chart
- Thermometers
- Weighing scales
- Photographs of newborn conditions to be referred from the reading material
- Worksheet 1 : Determining EDD based on LMP
- Worksheet 2 : Role play scenarios
- Worksheet 3 : Determining 30 seconds and 5 minutes after delivery
- Computer and web camera for recording the evaluation of ASHAs

Preparation

- Organise a preparatory session with field supervisors and review the progress record of work and training in the community of each ASHA. Share and discuss the performance and problems of each ASHA. Thus, the trainer and field supervisors will be thoroughly prepared about the needs of their trainee ASHAs before the training workshop begins.

- Ask ASHAs to bring with them to class, the registers in which they have recorded the names of all women in the village who are eligible to become pregnant and the pregnant women, the pregnancy forms they have filled out in the village, the workbook, mother and newborn record and the health education flip chart. ASHAs should also have with them the reading material.
- Ensure availability of enough copies of Worksheet 1, 2 and 3. Cut Worksheet 2 to prepare slips of role play scenario for each group.
- Ask ASHAs to go through the reading material of Training Workshop 1 and 2 before beginning this session.

Training Methods

Large group discussion and test (20 minutes)

Instructions to Trainers:

List of women who are eligible to become pregnant and the list of pregnant women:

- Ask ASHAs to sit in a large circle. Let them refer to their registers with the lists of all women in the village who are eligible to become pregnant and the list of pregnant women.
- Begin a discussion on the lists of women in the village who are eligible to become pregnant and the pregnant women, that ASHAs have been preparing. Ask if any ASHA has faced problems in preparing the list. Perhaps any difficulty would have been solved during the field visit of the supervisor, but it is still worth discussing the issue for the information of others.
- For example, you may start by asking what ASHAs would do if while visiting houses to prepare the list of women in the village who are eligible to become pregnant, the ASHA meets a woman who was already pregnant? What list would she be included in? Listen to the answers, and encourage discussion. (the correct answer: *she should be on the list of women who can get pregnant (because she may get pregnant again), AND the pregnant women's list*)
- Ask ASHAs what is the criteria to include the names of women in the list of women who are eligible to become pregnant? Listen to their answers. They should include -
 - those who are married
 - staying with husband
 - not sterilized
 - getting monthly periods
- Ask if anyone wants to add any point. Some may say that there was an unmarried girl in the village who was pregnant hence she did not know whether or not to add her name in the list of women who are eligible to become pregnant. Explain that if such a girl desires, you may provide her services during the present pregnancy, but her name will not be included in the list of women who are eligible to become pregnant.
- Continue to discuss the difficulties ASHAs may have faced in preparing the list of pregnant women. These may include – could not decide LMP, some women come in the village for delivery in the 7th month of pregnancy and then it becomes difficult to determine her LMP etc. Ask what the term *INDE* means? Listen to the answers (*INDE is when a woman gets pregnant without having her menses after the last birth*). If there is a case of INDE, it is not possible to determine LMP.
- Ask ASHAs how to determine EDD and preterm cut off date based on LMP?

The answers should include:

- EDD is 9 months and 7 days after LMP.
- Preterm is when the gestation is 8 months and 14 days or less. ASHAs have been using the LMP-EDD-Preterm chart for determining EDD and the cutoff for preterm.
- Give ASHAs Worksheet 1 and ask them to write EDD and preterm cut off dates using the LMP EDD Preterm chart for all the LMPs.
- Ask ASHAs to exchange their completed worksheet. The trainer then writes on the blackboard correct answers. ASHAs evaluate the worksheets and give back to the original ASHA.

Discussion (10 minutes)

Referral during pregnancy :

- Ask ASHAs to refer to the pregnancy forms in their workbook. What are the emergency and non emergency criteria for referral? Let them refer to the reading material as well and discuss the criteria mentioned there. If any one has had any experience in the village of identifying danger signs, or with referral, let her share her experiences. Focus on
 - how she discussed the situation with the family
 - did the family members understand the gravity of the situation
 - were they ready to shift the woman to any facility
 - which transport facility was available
 - was there any problem of money
 - the response of the people at facility
 - what was the outcome of the referral

Give adequate time for discussion. This will be a very rich learning experience. Make sure to encourage participation. When ASHAs are talking, trainer should keep track of time, make sure not to let anyone dominate the discussion, and try to keep it focused.

Role plays practice (1 hour 40 minutes)

Health education during pregnancy :

- Ask ASHAs when do they provide health education to mothers during pregnancy, and which cards are used? The answers should include :
 - At the time of registration when the pregnant woman has completed 4 months of pregnancy. The cards 1 to 9 are shown in the 5th month.
 - In the 7th month the cards 1 to 9 are revised and cards up to 21 are further shown.
Women who come from outside to village for delivery should receive the above health education in the first visit of ASHA.
 - In the 9th month ASHAs see what messages are being followed by the mother and how much does she remember. The ASHA should focus on any specific problems of the mother.
- Divide ASHAs in groups of 2. Give them the situations (Slips of worksheet 2) and allow 10 minutes time for role play preparation. After 10 minutes have each small group perform role plays in the large group. Give 3 minutes time for each presentation. Each ASHA must be given an opportunity to be an ASHA and provide health education to mother.

- While ASHAs are performing the role plays, trainer should observe carefully that proper cards are being used, that the pregnant woman can see the picture and that the ASHA is involving the woman in the discussion and not just talking at her. Trainer observes carefully using the communication skills checklist and evaluates each ASHA. (This evaluation of each ASHA should be recorded using the web camera and stored on a CD.)
- After all the role plays have been performed revise the components of interpersonal communication and ensure that all ASHAs remember the components. Discuss whether these were used by the ASHA while talking to mothers in the villages.

Large group discussion and test (20 minutes)

Determining the time 30 seconds and 5 minutes after birth :

- Start the discussion by asking ASHAs about their experience of attending delivery, working with TBA and observing babies. Could they determine 30 seconds and 5 minutes after delivery? Why is it important for the ASHA's to be able to determine 30 seconds and 5 minutes after delivery? Listen to the answers . *(answer: to see if the baby has difficult breathing or asphyxia, so that resuscitation can be started in time)*
- Conduct a quick quiz to assess ASHA's ability to determine 30 seconds and 5 minutes after delivery.
 - Synchronize the watches before starting. State a birth time and ask them the time 30 seconds and 5 minutes after that.
e.g. If the time of birth is 9 hours 20 minutes and 15 seconds, what will be the time at 30 seconds? and at 5 minutes?
- Listen to the answers. The answer should be:
 - After 30 seconds time will be 9 hours 20 minutes and 45 seconds
 - After 5 minutes time will be 9 hours 25 minutes and 15 seconds.
- Remember to emphasize that we are counting 30 seconds and 5 minutes after delivery (birth time). Praise ASHAs for correct answers.
- Distribute Worksheet 3 : Determining 30 seconds and 5 minutes after birth.
- Ask ASHAs to exchange their completed worksheet. The trainer then writes on the blackboard correct answers. ASHAs evaluate the worksheets and give back to the original ASHA.
- Ask if ASHAs have any questions, and clarify any doubts.

Immediate care at birth and first examination of baby (10 minutes)

- Ask ASHAs to see the First examination of the newborn form. Ask them what is the care provided to a baby immediately at birth?
- The answers should include – dry the baby, wrap the baby and place the baby close to the mother to initiate breastfeeding.
- Ask them to explain the different skills involved in the first examination of the newborn. The answers should include:
 - Measuring temperature
 - Weighing the newborn
 - Identifying newborn conditions etc.

- Divide ASHAs into pairs. Ask them to practice measuring temperature and weighing a baby. While one ASHA is performing the activity, the other ASHA should observe the activity with the help of a checklist provided in the reading material. While ASHAs are practicing, trainers need to support and provide help wherever required. After a few minutes of practice, ask which teams are now ready to be tested.
- Trainers evaluate weighing and temperature taking skills using the skills checklists and suggest necessary corrections to the ASHA.

Evaluation of identifying newborn conditions (20 minutes)

- Use the photographs provided in the reading material booklet. Cover the names and number the photographs. Spread the photographs in the room. Ask each ASHA to write the number of the photograph and the condition of the newborn as seen in the photograph on a sheet. Provide adequate time and when each trainee has completed the exercise, ask ASHAs to exchange their sheets. Trainer announces the correct answers and each ASHA checks the sheet of her peer.

Summary

- Ask one of ASHAs to state the criteria by which the names of women would be included in the list of pregnant women
- Ask another ASHA the criteria for referral during pregnancy.
- Ask yet another ASHA which cards are used to give health education in the 5th month of pregnancy.

Evaluation of the session

Objectives	Assessment Method	Evaluation Output
Correctly state which women should be included in the list of women who are eligible to become pregnant and in the list of pregnant women.	Questions and answers	--
Determine EDD based on LMP	Assessment exercise Worksheet 1	--
Demonstrate use of effective communication skills while giving health education during pregnancy	Questions and answers Role plays	Observation of the role plays by the trainer (recorded by web camera and stored on CD)
Determine 30 seconds and 5 minutes after delivery	Exercise- Worksheet 3	--
Correctly perform the skills involved in first examination of newborn – measuring temperature, weighing baby, identifying chest in-drawing, identifying newborn conditions	Observing skills with checklists Photo identification exercise	Photo identification exercise done by all ASHAs and scored.