

Guidelines for Training Community Surveillance Coordinators

Prepared by The CHANGE Project in collaboration with CORE NGOs and the U.S. Peace Corps, under USAID Cooperative Agreement HRN-A-00-98-00044-00

Revised February 2002

Table of Contents

Introduction.....	1
Session One: Introduction to Community Disease Surveillance.....	6
Session Two: Getting Organized.....	12
Session Three: The Target Diseases.....	22
Session Four: Follow-up to Detection.....	28
Session Five: Prevention Ideas.....	36
Session Six: Supporting Surveillance Volunteers.....	40
Session Seven: Training Surveillance Volunteers.....	46
Community Surveillance Coordinator Skills Evaluation.....	62

Introduction

These guidelines, which are part of the Community Surveillance Kit, are intended to assist organizations planning to use the Kit to plan and carry out the training of Community Surveillance Coordinators. The guidelines are based on principles of adult education, which are described in the last section of the Coordinators' handbook. The suggested training of Coordinators is divided into seven session plans, each representing one complex of important skills, knowledge, and attitudes that Coordinators will need to do a good job. Some of these skills, such as how to organize meetings and how to provide supportive supervision, will be needed at multiple times in different stages of developing and supporting the community surveillance program. Other skills, such as getting organized, may be needed only once or a few times.

Using the Training Guidelines

Each of the seven sessions of these guidelines has the same basic format: **session number, title, introductory box** and **training exercises**.

The **session number** and **title** help identify the sequence in which the sessions are designed to be carried out. It is recommended that the present order be followed, because in most cases each session builds upon the sessions that came before.

The **introductory box** provides the trainer with an overview of the session and is designed to assist the trainer in preparing for the exercises. The box includes the following elements:

- X Duration: If the session is carried out as suggested, the trainer may assume that it will take approximately this amount of time to complete it.
- X Techniques: the training techniques (e.g., group discussion, brainstorming, small group work, etc.) that have been selected to help Coordinators master the skills of the session.
- X Materials: what the trainer should gather before beginning the session.
- X Prepare in advance: the materials to be developed prior to starting the session.
- X Contents: The steps that make up the session.

The **training exercises** include specific guidelines about how to proceed. Each exercise has been sub-divided into segments, such as Introduction, Reading, Discussion, Small Group Work, etc., and each segment includes a series of numbered steps that the trainer may follow. The segments, as well as the steps, have been sequenced to build upon the participants' prior knowledge and experience and to help them develop the new skills and attitudes that will help them in their work. For trainer convenience, segment titles appear in bold type; steps are numbered; and the first word of each step is printed in bold type. (See the example below.)

Example: Segment title
 ↙

Reading Step
 ↙

1. **Ask** participants to open their Coordinator Handbook and read page 1 – 4 silently. Each participant should look up when finished reading.

Due to the highly participatory nature of the training, trainers will often ask Coordinators to draw from their reading or from their own experience to answer questions and generate lists. When this occurs, the training guidelines include a step that begins “**Ensure**” and provides trainers with possible answers.

Example:

1. **Ask** participants what people are involved with community disease surveillance. Write their answers up on large sheets of paper or on the board. (Be sure that the writing is large enough for all to see.)
2. **Ensure** that the following people are included in the resulting list:
 - X Community Volunteer
 - X Community Coordinator
 - X Victims of disease
 - X Victims’ families
 - X Community members in general
 - X Local health facility staff/district staff
 - X Ministry of Health staff

If the Coordinators do not mention all of the points that are listed in “Ensure,” trainers may use probes such as the following to solicit the anticipated answers:

Example:

“What about other people in the community?”
 “What about people outside of the community?”
 “What about people at the central level?”

Adapting the Training Guidelines

Although these guidelines should certainly support the task of training Community Surveillance Coordinators, the persons planning the training in each country will need to adjust these ideas to accommodate:

- The education and experience levels of the Coordinator trainees;
- Changes made in the Handbooks during the country adaptation process, including the Coordinators' and Volunteers' job descriptions, the diseases to be included, and the procedures and forms for reporting and following up case reports; and
- Changes in the length of training from the three full days contemplated in these guidelines. Constraints on people's time may make it necessary to train some Coordinators for less than three days. Where feasible, other country programs may decide to utilize more than three days for Coordinator training.

Planning the Training of Coordinators

The Community Surveillance Coordinating Committee should make general plans for Coordinator training and should designate two or three people who will make detailed plans and serve as core trainers. These persons should have training experience and should be available to participate throughout each training.

In general no more than 20 Coordinators should be trained together at one time. Thus, in a country that plans to train several hundred or even thousands of Coordinators, the process for doing this must be carefully planned. The two basic models are as follows:

- (1) train one or more core teams of trainers that then travel from region to region directly training Coordinators;
- (2) carry out "cascade" training, in which trainers from each region are trained together in the national capital and then return to their regions to train additional trainers at the provincial or district level.

The quality of training is normally higher in the first model, because of the relative ease with which support and supervision of the training can take place; however, it has the disadvantages of requiring the availability of the core teams over a long period of time and of taking a long time to cover the entire country. On the other hand, the quality of cascade training is not always satisfactory, but it can cover a country relatively quickly.

No matter which of the two approaches is used, the core national trainers must spend several days adapting the general training guidelines and planning the specifics of the first and subsequent trainings. Some obvious points to remember include:

- Scheduling training at a time convenient to participants,
- Trying not to mix trainees with significantly different levels of experience and education in the same training,

- Arranging for a convenient and reasonably comfortable place with space for large and small group activities, and
- Making all arrangements for financing, meals, board, supplies, etc. well before the training itself.

Carrying Out the Training of Coordinators and Improving their Capabilities

Throughout the training course, small group work and individual practice will provide many opportunities for trainers to informally measure Coordinator mastery of new material. Therefore, whenever possible, trainers may provide additional help or support during the training to help ensure that all Coordinators leave with the knowledge, attitudes and skills they will need to do their work. However, evaluation of Coordinator job performance will also be carried out in the field. . It is important to keep in mind that “evaluation” is done with the intention of find ways to improve performance, not to find fault.

Remember that although the initial training is crucial to the performance of Community Surveillance Coordinators, what happens after training is at least as important. Since Coordinator trainees will have their Handbook and other tools with them after training, they do not have to learn everything in them during a short training. However, trainees should acquire basic concepts, attitudes and skills, and should know how to find help in the sections of the Kit or from the Ministry of Health or their own organization.

In the normal course of supervision visits, Coordinators should have opportunities to discuss and receive feedback and assistance in their work with community surveillance and health promotion. Coordinators should be given opportunities to make suggestions for improving the community surveillance program and the training of future Coordinators.

As participating organizations monitor the community surveillance program, they may identify areas of Coordinator performance needing improvement. The National Surveillance Coordination Committee must then decide whether such areas may be improved through supervision and the provision of materials or if in-service training is required.

Resources to Support Community Surveillance Coordinators

The chart below shows tasks that the Community Surveillance Coordinator is expected to carry out (as taken from the introduction of the Coordinators’ handbook), the sessions of this training that support each major task, and the sections from the Coordinators’ handbook that support each task.

Coordinators' Tasks	Corresponding Training Sessions	Corresponding Sections of Coordinators' Handbook
<p>Start-up</p> <ul style="list-style-type: none"> • Participate in training on the Kit • Meet with local health staff to gain a thorough understanding of the local processes of surveillance • Introduce the project to the community and orient community members on their potential role in surveillance and on selecting and supporting Surveillance Volunteers • Help oversee the community selection of Surveillance Volunteers in one or more communities • Train the Surveillance Volunteers in their tasks 	<p>Entire training Sessions 1 & 2</p> <p>Session 2</p> <p>Session 2</p> <p>Session 7</p>	<p>- Introduction</p> <p>Community Idea 2</p> <p>Community Idea 3</p> <p>Guidelines for Training Surveillance Volunteers</p>
<p>On-going</p> <ul style="list-style-type: none"> • Meet with the Surveillance Volunteers to reinforce their training, identify and solve their problems/doubts, collect disease information, and plan community activities • Support the Volunteers and community in transporting or reporting cases of the target diseases • Work with the community to organize activities that will keep Surveillance Volunteers motivated • Help the Surveillance Volunteers plan and carry out periodic community meetings (approximately every 3 months) to give feedback on diseases detected and good health habits and to help the community plan and carry out collective actions. • Support Surveillance Volunteers and their communities in carrying out community preventive activities that address key health issues; share what other communities are doing • Coordinate with Surveillance Volunteers and the local health facility to ensure that appropriate responses to case reports occur 	<p>Session 6</p> <p>Sessions 3 & 4</p> <p>Session 6</p> <p>Session 6</p> <p>Session 5</p> <p>Session 4</p>	<p>Detecting Cases... Community Ideas 4-12</p> <p>Detecting Cases...</p> <p>Community Ideas 8-12</p> <p>Community Ideas 1, 6, & 7</p> <p>Prevention Ideas 1-5</p> <p>Detecting Cases... Appropriate Responses...</p>

Session One

INTRODUCTION TO COMMUNITY DISEASE SURVEILLANCE

Objectives

At the end of this session, participants will be able to:

1. Explain the purpose of disease surveillance.
2. Explain the purpose of community surveillance.
3. Name the people who are involved in community surveillance.
4. Explain how community surveillance can help a community improve the health of its members.
5. Describe the Coordinator's role in community surveillance.
6. Describe the Surveillance Volunteer's role in community surveillance.
7. Describe the Community Surveillance Kit and how to use it.

Duration: 2 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers

Prepare in advance:

Write the following list in bold letters on a large sheet of paper:

Introduction
Disease Descriptions
Reporting Procedures
Response chart
Prevention ideas
Activities to support community involvement

Contents: Introduction
Reading

Discussion Explanation Small Group Work Presentations and Discussion Summary
--

Introduction

1. **Explain** that in this session, participants and facilitators will explore together what disease surveillance is, as well as what community surveillance is and how it can be helpful to a community. They will also explore what it means to be a Community Surveillance Coordinator, what it means to be a Community Surveillance Volunteer, and how the Coordinator and the Volunteer work together for health improvement.

Reading

2. **Ask** participants to open their Coordinator Handbook and read page 1 – 4 silently. Each participant should look up when finished reading.

Discussion

3. **Ask** participants to state in their own words what disease surveillance is and why a country chooses to do disease surveillance.
4. **Write** the participants' answers on large sheets of paper or on the board. (Be sure that the writing is large enough for all to see.)
5. **Ensure** that the following points are included in a description of disease surveillance:

Community disease surveillance means ... people from the community looking for a particular disease or group of diseases in the community.

- X volunteers encouraging parents or relatives of an individual with one of the diseases to take the victim to a trained provider for treatment
- X volunteers completing a case report form and getting it to the local health facility
- X health staff investigating cases or reports of disease and following up in other ways (giving health education, immunizations, etc.)

- X health staff reporting disease cases to the district, then provincial, then national levels.
6. **Ask** participants what people are involved with community disease surveillance. Write their answers up on large sheets of paper or on the board. (Be sure that the writing is large enough for all to see.)
 7. **Ensure** that the following people are included in the resulting list:
 - X Community Volunteer
 - X Community Coordinator
 - X Victims of disease
 - X Victims' families
 - X Community members in general
 - X Local health facility staff/district staff
 - X Ministry of Health staff
 8. **Ask** participants how community disease surveillance can help a community. Write their answers up on large sheets of paper or on the board. (Be sure that the writing is large enough for all to see.)
 9. **Ensure** that the following responses are included:
 - X It improves communication between the community and the health facility.
 - X Health staff will learn more rapidly about individual cases of disease as well as epidemics.
 - X If they have the resources to help treat the disease or prevent its spread, health staff will be able to respond more rapidly to the individual's -- and the community's -- needs.
 10. **Explain** that you would like to share with them a resource that they may use to help them promote and sustain community disease surveillance in the communities they serve.

Explanation

1. **Explain** that what you are holding is the Community Surveillance Kit (hold up the Kit), which includes material for Community Surveillance Coordinators (hold up the Coordinator's Handbook), as well as for Community Surveillance Volunteers (do the same with the Volunteer's Handbook). Add that before you hand out Kits to everyone, you will briefly describe its contents.
2. **Explain** that separate handbooks for Coordinators and Community Surveillance Volunteers include the following: Introductions, Disease Descriptions, Reporting

Procedures, Response Charts, Prevention Ideas, and Ideas for Community Activities. (In addition, there is a cassette tape with information from the kit for Surveillance Volunteers recorded in their local language.)

3. **Write** the words that appear in bold letters in the following list of descriptions on large paper or on the board as you describe each of the following sections:
 - X The **Introduction** provides an overview of community surveillance -- its purposes, the people who are involved, and the roles they play.
 - X **Disease Descriptions** cover each of the diseases that this country has decided to include in its community disease surveillance. These will be called "target diseases."
 - X **Reporting Procedures** are outlined for Coordinators and health facility staff.
 - X A **Response Chart** outlines the appropriate responses that families and communities should expect after they report a case of one of the target diseases.
 - X The **Prevention Ideas** provides guidelines for helping a community carry out certain health-related activities, which will help prevent cases of disease.

The **Activities to Support Community Involvement** suggest how Coordinators and Volunteers can help a community organize and run community surveillance activities and keep them going over time.

4. **Distribute** one Coordinators' and Volunteers' handbooks, plus any job aids, to each participant.
5. **Ask** participants to turn to the table of contents of the Coordinators' handbook and have them take turns reading it aloud. When they have read all of the items, have them close their Handbook.
6. **Explain** that you are about to divide them up into groups of four participants each, and you will ask the members of each group to answer the following question: "How do these tasks relate to the work that you are already doing?"

Small Group Work

1. **Divide** participants into groups of four.
2. **Explain** that you would like each group to choose one member who will use markers and large paper to record the group's answers.
3. **Ask** one third of the groups to answer the question as it relates to the detection of disease (Detection). In other words, how does the detection of the diseases listed in the Table of Contents and the filling out of reporting forms relate to the work they are already doing?
4. **Ask** one third of the groups to answer the question as it relates to the prevention of disease (Prevention). In other words, how do the preventive activities listed in the Table of Contents relate to the work they are already doing?
5. **Ask** the final third of the groups to answer the question as it relates to the activities listed under "Activity." In other words, how do those activities relate to the work they are already doing?
6. **Explain** that they have 30 minutes to work and ask them to begin.
7. **Circulate** among the groups as they work, providing guidance and help as needed.
8. **Call** all the groups together again at the end of the 30 minutes.

Presentations and discussion

1. **Ask** the small groups to share with the whole group how they see the kinds of tasks listed in the Table of Contents in relation to their present responsibilities. Start with the groups that worked on detection, then those that worked on prevention, and finally, those who worked on community ideas. Have each group post its list for all to see.

NOTE: The facilitator may choose to organize the reporting out in various ways, such as asking each group to give a complete report of their findings or perhaps asking each group to contribute one or two findings until all the findings have been mentioned.

2. **Lead a discussion:** Begin by asking participants what are some specific things that they can do to make adding community surveillance activities to their job as easy and as productive as possible.

NOTE: It may be useful for one facilitator to lead the discussion while another writes participant suggestions on large paper or the board.

3. **Ask** participants to take 5 minutes to look through the Volunteers' handbook. Ask them for any comments or questions.
4. **Ask** participants to take 5 minutes to look through the any job aids for Volunteers (such as disease detection cards or cassette tapes [play a minute or two to give the flavor]). Ask them for any comments or questions

Summary

1. **Ask** participants to break into groups of three.
2. **Explain** that you would like the members of each small group to take turns summarizing for each other the main points of the session. Ask them to be sure that each member can state the following:
 - the purpose of community surveillance
 - the people who are involved in community surveillance
 - the coordinator's role in community surveillance
 - how community surveillance can help a community improve the health of its members
 - what the "Community Surveillance Kit" is and who will use the different pieces.
3. **Add** that each group has 15 minutes to ensure that all its members can summarize the main points of the session and that they should begin.
4. **Ask** (at the end of 15 minutes) all participants to come together again. Ask for volunteers to state the main points of the session. When they have done so, thank everyone ... and introduce the following session.
5. **Explain** that in the following session, participants will learn how to organize meetings, information campaigns, and how to select surveillance volunteers.

Session Two

GETTING ORGANIZED

Objectives

At the end of this session, participants will be able to:

1. Identify which section of the Coordinator's Handbook provides guidance on organizing meetings.
2. Describe the steps to follow when organizing a meeting.
3. Describe how to organize an initial meeting with health facility staff to establish the link between community surveillance and the health system's surveillance system.
4. Identify which section of the Coordinator's Handbook provides guidance on organizing an information campaign about community surveillance.
5. Describe the six steps involved in organizing an information campaign about a community surveillance program.
6. Explain how to assist a community to select Community Surveillance Volunteers.

Duration: 4 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers

Prepare in advance:

- Write the "Plan for Organizing an Information Campaign" (found on page 15 of these [Guidelines](#)) on large paper in large, bold letters.
- Write "Questions about selecting surveillance volunteers" (page 18) on large paper in large, bold letters.

Contents: Part One – Organizing Meetings
Part Two – Organizing an Information Campaign
Part Three -- Helping a Community Select Surveillance Volunteers

PART ONE - ORGANIZING MEETINGS

Introduction

1. **Explain** that you are going to begin to tell a story, but you are going to stop part way through the story and ask the learners themselves to complete it, based upon their knowledge and experience.

2. **Read** the following story fragment:

"One day, while a Surveillance Coordinator was visiting someone in the village of (), he decided to take advantage of being there to inform the staff of the health facility nearby about the community disease surveillance program that he hoped the village would want to participate in. He went to the health facility and asked to speak with the person in charge. When the head nurse appeared, the Coordinator greeted her and began right away to explain to her the kinds of activities and efforts that would be needed to set up and run the surveillance program. The head nurse responded in the following way: . . ."

3. **Ask** participants how they think the story continues. Be sure they include how the head nurse and the other health facility staff reacted to the Coordinator and the way in which he informed them about the surveillance program.

4. **Ask** trainees to state the mistakes that the Coordinator made in this story.

5. **Write** the mistakes on the board or on large paper. (Be sure to write large enough for all to see).

6. **Probe** if necessary, to be sure that the following elements are covered:

X The Coordinator did not prepare or organize his meeting with the health facility staff.

X He didn't find when it would be convenient for the staff to talk with him.

X He talked to one person in the facility without checking to see who else should be involved in the discussion.

X He took for granted the compliance of the health facility staff without checking to see whether they had even received an official letter from their superiors to inform them about the community surveillance program.

7. **Summarize** the mistakes that the participants have identified, and point out the importance of getting organized by preparing and following a plan.

8. **Ask** how the outcome of the story would change if the Coordinator had organized the meeting with health facility staff ahead of time instead of doing it on the spur of the moment.
9. **Listen** to learners' suggestions.
10. **Explain** that in this session, Coordinators will learn how they may use their Handbooks to help them organize various aspects of community surveillance in the communities where they work.

Discussion

1. **Ask** participants to describe the purpose of the meetings they organize and the people who attend these meetings.
2. **Write** the trainees' responses on large paper or on the board.
3. **Ask** participants to open their Coordinators' Handbooks to page 36, "Organizing Meetings." Have them take turns reading out loud pages 36 - 38.
4. **Ask** trainees to react to the list of five steps to organizing meetings, based upon their own experience -- in other words, do they follow these steps? Would they add or remove steps to list of 5 in this Community Activity? Which, if any? And why?
5. **Summarize** the conclusions reached during the discussion, writing on the board or on large paper the steps to organizing a meeting that most participants can agree upon.
6. **Ask** what they think will be the first meeting they will have to organize as Surveillance Coordinators. (Desired response: initial meeting with health facility staff to establish the link between community surveillance and the health system's surveillance system.)
7. **Ask** participants to briefly describe how community surveillance connects with and helps support the health system's surveillance system. (Note: you may want to remind them that the link was defined during Session One.)
8. **Explain** that in a moment you will ask them to work in small groups to draw up sample plans for meeting with health facility staff to establish the link between community surveillance and the health system's surveillance system.
9. **Explain** that each small group will have 30 minutes to prepare a sample plan, which should clearly reflect the steps for organizing a meeting agreed upon

during the previous discussion. Add that each plan should include as many specific details as possible, such as a proposed agenda and a brief explanation of how participants will be informed about the meeting and invited. Add that at the end of 30 minutes, you will call all the groups together and ask one person from each group to very briefly present the group's plan.

Small Group Work

1. **Divide** the participants into small groups (of 3 - 4 members) and ask them to begin.
2. **Circulate** among the groups, offering support and assistance, as needed. Ask other facilitators to do so also.
3. **Remind** trainees of the time remaining for the small group work. If they need more time, perhaps give them another 5 or 10 minutes to work.

Presentations

1. **Ask** all groups to come together again when the 30 minutes (or the time given) have passed. Invite representatives from each group to take turns presenting their plans to the entire group. (Be sure that each presentation is brief and to the point.)
2. **Invite** discussion of the presentations, perhaps using the following questions as starting points:
 - X What similarities do you see?
 - X What differences are there?
3. **Thank** all groups for their hard work.

Summary

1. **Ask** participants to summarize the main points of this part of the session, "Organizing meetings."
2. **Ensure** that the following points are included in the summary:
 - X The need to organize meetings to make the most effective and efficient use of time and other important resources.
 - X The agreed-upon steps for organizing a meeting.

PART TWO -- ORGANIZING AN INFORMATION CAMPAIGN ABOUT COMMUNITY SURVEILLANCE

Introduction

1. **Ask** participants to state again what the Coordinator's mistakes were in the story fragment you shared at the beginning of the session.
2. **Ensure** that the answers given include the fact that the Coordinator did not *organize* the meeting he wanted to hold, but arranged it on the spur of the moment. As a result, he may not have involved the right people, he did not have his ideas organized, etc.
3. **Explain** that as Surveillance Coordinators, they will organize one or more meetings to introduce the community surveillance program to community leaders, and they will help those leaders organize other meetings to introduce their community members to the community surveillance program. Again mention that their Handbook can be a valuable resource to help them carry out their work.
4. **Ask** trainees to turn to page 41 of their Handbooks and to take turns reading out loud the information on pages 41 through 44.

Note to the facilitator: It may be helpful to "break up" the reading into segments and after each segment to ask learners what questions or comments they have about what they have just heard. This could be done, for example, at the following points:

- X After step 1 -- "Meet with community leaders . . ."
 - X After the box ("Key Information for BEFORE the Selection of the Surveillance Volunteers") on page 42
 - X After the box ("Key Information for AFTER the Selection of the Surveillance Volunteers") on page 43
 - X After each of steps 4 ("Discuss how to spread the key information . . ."), 5 (Identify places and opportunities . . .), and 6 ("Involve as many people as you can . . .") on page 44.
5. **Explain** that in a moment you will break the large group into small groups of 2 - 3 trainees each, and that each group will draft a plan for organizing an information campaign about the community surveillance program.

Note to the facilitator: Although there may be some advantages to grouping

together Coordinators who will serve very different populations, it may be more beneficial to group together those who will work with *similar populations*. They will be more likely to find more "common ground" in terms of the geographical, ethnic, and or religious characteristics of their communities, and therefore they may find it easier to adapt and use the plan they develop together during the training to their work back in their own communities.

6. **Explain** that each plan should include a brief explanation of how the Coordinator will carry out each of the 6 steps described in their Handbook's "Community Activity Idea No. 2." It should specify WHO will do WHAT, HOW they will do it, and WHEN it will be done. Providing the following example may help the groups see what they might do:

PLAN FOR ORGANIZING AN INFORMATION CAMPAIGN

Step 1 -- "Meet with community leaders and local government officials . . ."

WHO: [List the community leaders, local government officials, and others, as appropriate.]

WHAT: [Briefly describe how you will present the community surveillance program to the assembled group, how you will lead a discussion of the program, and how you will help form the committee of people who will carry out the campaign.]

HOW: [Briefly explain how you will determine the best way to carry out tasks. For example, will you do them yourself, designate another, or use a committee? Explain that many factors will influence how these steps are taken, including cultural context, political structure, religious affiliation, etc.]

WHEN: [Briefly explain how you will decide when it is time to carry out each activity.]

7. **Ask** all groups to be prepared to present their plans to their colleagues during plenary session. (Distribute large paper and markers to each group.)

Small Group Work

1. **Divide** learners into small groups, tell them they have 45 minutes to work, and ask them to begin.
2. **Circulate** among the groups, providing support and assistance, as needed. Ask other facilitators to do the same.

3. **Check in** with the groups when 45 minutes have passed. If they need more time, give them 10 more minutes.
4. **Call** all groups together for presentations.

Presentations

1. **Ask** the groups to take turns presenting their plans.

Note to the facilitator: It may be helpful to ask each group to leave their plan on display after the session and to invite all learners to review other groups' plans during free time/the evening time. If possible, make yourself available for discussion, comments, and suggestions during that time.

Summary

1. **Ask** learners to summarize the main points of this part of the session. Be sure that the following points are included in their summary: Five steps that may be used to organize an information campaign about community surveillance are as follows:
 - (1) Help community leaders set up a community information campaign committee
 - (2) Explain the two phases of the campaign to the community information campaign committee
 - (3) Discuss the key information of the campaign with the community information campaign committee
 - (4) Help the community information campaign committee identify the most appropriate communication channels
 - (5) Help the community information campaign committee identify places and opportunities to spread the key information.

PART THREE -- HELPING A COMMUNITY SELECT SURVEILLANCE VOLUNTEERS

Introduction

1. **Explain** that you would like to share another story about a Surveillance Coordinator, but that this time instead of completing the story, trainees will comment upon it.
2. **Read** the following story fragment:

"Two Coordinators happened to meet one day and began to exchange stories about community surveillance in the communities where they were working. It soon became clear that the communities working with one of the Coordinators had much more successful programs than the communities working with the other Coordinator. Both Coordinators were surprised at the differences, especially because they had both begun working with their communities on surveillance at about the same time. The Coordinator whose communities were more successful asked his colleague what problems he encountered in helping the communities carry out the surveillance program, and the other Coordinator replied that none of the communities was able to keep Surveillance Volunteers for very long. He explained that each time a Volunteer dropped out, the community's leader would then name another; but that the new Volunteer would not last long, either.

Upon hearing this, his colleague was certain that he knew one reason why those communities were having trouble carrying out a surveillance program."

3. **Ask** learners what they think the reason might be.
4. **Ensure** that learners identify *the way that volunteers were being selected as a significant problem*.
5. **Explain** that in this part of "Getting Organized," Coordinators will examine how they can help the communities with whom they work select Volunteers for the surveillance program.

Reading

1. **Ask** learners to open their Handbooks to page 46, Community Activity Idea No. 3 -- "Selecting Surveillance Volunteers" and to take turns reading it out loud.

Discussion

2. **Ask** several participants to say in their own words why communities should select the volunteers as opposed to the project staff or the community leaders.
3. **Ensure** that trainees mention most, or all, of the reasons listed in the box on page 46.
4. **Ask** learners to take turns reading out loud the information on pages 47 - 48. When they have finished, . . .
5. **Explain** that in a moment you will divide the group into small groups (3 - 4 members each), and that each group will have 15 minutes to answer a number of questions that you will post for all to see. They can organize their work any way they want, working together or separately to get the answers; but they must agree on the answers by the end of the 15 minutes.
6. **Add** that they should feel free to use their Handbooks to answer the questions.

Small Group Work

1. **Divide** participants into small groups (3 - 4 members each), post the following list of questions where all can see it, and ask them to begin:

QUESTIONS ABOUT SELECTING SURVEILLANCE VOLUNTEERS

- (a) In what order should the following activities take place in a community that is developing a community surveillance program?
 - (b) What are four possible qualities of a Community Surveillance Volunteer?
 - (c) What are three advantages to choosing traditional healers as SVs?
 - (d) Explain why you agree or disagree with the following statement:
"Men usually make better Surveillance Volunteers than women."
 - e) Mention the following points if the trainees don't mention them first:
 - X The community decides for itself the qualities needed in an SV
 - X A community assembly for selecting SVs is announced
 - X A community information campaign about the community surveillance program begins
 - X The community selects its SVs
2. **Circulate** among the groups and provide support and assistance, as needed.

Presentations

1. **Call** all participants back together after 15 minutes and ask them to share their answers to the questions.

Note to the Facilitator: Although each group may wish to have all its answers be heard, in the interest of saving time, you might try the following:

- Invite one group to answer question 1, and then ask whether everyone agrees with the answer.
- In case of disagreement, invite those who disagree to give their answer.
- Continue until all agree on one answer.
- Once there is agreement on question 1, invite one group to answer question 2, and begin the process all over again

Session Summary

Review with learners the following points of this session:

- X The need to organize meetings to make the most effective and efficient use of time and other important resources
- X The agreed-upon steps for organizing a meeting
- X The six steps that may be used to organize an information campaign about community surveillance:
- X Help community leaders set up a community information campaign committee.
- X Explain the three phases of the campaign to the community information campaign committee.
- X Discuss the key information of the campaign with the community information campaign committee.
- X Help the community information campaign committee identify the most appropriate communication channels.
- X Help the community information campaign committee identify places and opportunities to spread the key information.
- X The importance of having the community select its Surveillance Volunteers
- X Important considerations when choosing a Surveillance Volunteer

Session Three

THE TARGET DISEASES

Objectives

At the end of this session, participants will be able to:

1. Identify which section of the Coordinators' Handbook provides information about AFP and the other target diseases.
2. Name the identifying symptoms that characterize each of the target diseases.
3. Given an oral description of each of the diseases, name the disease.
4. For each of the target diseases, state what a Volunteer should do when s/he discovers a suspected case of the disease.

Duration: 2 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers
One card for each target disease
List of role play situations ("Situations in which volunteers are likely to find themselves")

Contents: Introduction
Small Group Work
Reading
Discussion
Small Group Work
Summary
"Situations in which volunteers are likely to find themselves"

Introduction

1. **Ask** participants to open their Handbooks again to "Detecting Cases of Disease" and turn to the second page, which describes AFP.
2. **Explain** that for the moment the participants should look only at the "Description

for Surveillance Volunteer" and the first two items under "Description for Surveillance Coordinator" ("Who and When" and "Symptoms"), and that they will look over the rest of the items later in the session.

3. **Ask** participants to take turns reading out loud the following information about Acute Flaccid Paralysis (AFP):

- X Description for Surveillance Volunteer
- X Description for Surveillance Coordinator: Who and When
- X Description for Surveillance Coordinator: Symptoms

4. **Ask** participants why they think there are different disease descriptions for Volunteers and for Coordinators.

5. **Ensure** that the response includes the following: Having more information will better enable the Coordinators to answer any questions that the Volunteers may have about the diseases.

6. **Point out** that in addition to the description of AFP, their Handbook also contains descriptions of measles, neonatal tetanus, cholera, meningitis, and yellow fever. These are the target diseases.

7. **Explain** that in a moment you are going to divide the large group into small groups and that each small group will do the following exercise, which will help its members remember the major symptoms of the target diseases:

- X Each small group will have "x" members, one for each of the target diseases. (The number may vary, depending upon how many target diseases the country chooses to track.)
- X Each small group will have a facilitator, who will guide the group and keep track of time.
- X The facilitator will assign each member of the group one of the diseases to represent.
- X Everyone will have five minutes to memorize the major symptoms of their assigned disease. (Suggest that they use the Coordinators' Disease Descriptions to identify the "Who and Why" and "Symptoms.")
- X When the facilitator says it is time, the members of the small group, one by one, should take turns stating their major symptoms and allowing the other members of the group to guess what disease they represent.
- X This will continue until the facilitator and group together decide that the members can recognize the major symptoms of each of the diseases.

- X You will check in with the groups after 15 minutes to see whether they have finished.

Small Group Work

1. **Divide** participants into small groups of “x” members each, assign a facilitator to each group, and ask them to do the exercise explained above.
2. **Circulate** and provide assistance and advice, as needed.
3. **Check in** with the groups after 15 minutes to see whether everyone has finished. If some groups finish before others, suggest that those who have finished look over the Coordinators’ Handbook to see whether they have questions or concerns regarding its contents.
4. **Ask** participants to come together as a whole group again when all groups are ready.

Reading

1. **Distribute** one Surveillance Volunteer Handbook to each participant, and ask participants to open the Handbook to "Disease Detection: What to Look for and What to Do" (page 9).
2. **Ask** participants to take turns reading this page out loud.

Discussion

1. **Ask** participants to state in their own words what a Volunteer should do when s/he finds a suspected case of one of the target diseases.
2. **Ensure** that their answers include the following:
 - X Arrange for immediate care of the sick child/sick person, if appropriate.
 - X Complete a case report form.
 - X Urge the family to take the sick child/sick person to the nearest health facility as quickly as possible.
 - X Help the family decide how to transport the individual to the nearest health facility, if necessary.
 - X If the family refuses or cannot do this, immediately get the case report form to the nearest health facility (or bring it in person).

3. **Ask** participants to open their Coordinators' Handbooks to the second page of the section titled "Detecting Cases of Disease" and to take turns reading out loud the rest of the information given about each of the diseases (i.e., "Treatment," "Prevention," and "Actions.")

4. **Lead a discussion** about how to convince the family to transport the sick child or sick person to the nearest health facility. The following questions and suggested answers may help stimulate and guide the discussion:
 - X Why take the sick child/person to the nearest health facility?

(Possible answers: Health staff there can confirm what disease the victim has; they can provide treatment of the patient for some of the diseases; in cases of contagious diseases, they can take actions to help protect other community members from those diseases.)

 - X Why might some families refuse to transport their sick child/person to the nearest health facility?

(Possible answers: Lack of resources; too great a distance to nearest health facility; perception that the cause of illness is not treatable by modern medicine.)

 - X What might Volunteers say to convince families to take their sick members to the nearest health facility?

(Possible answers: For a few diseases, such as measles and cholera, health facility staff can provide some treatment. Health staff may also be able to give special exercises to victims of polio to help strengthen the affected limbs. In addition, if health staff catch a case of neonatal tetanus very early, it may be possible for them to save the child's life.)

5. **Explain** that in a moment you will ask them to break into small groups. Within their small groups, they should take turns doing role plays in which they will urge the family of a victim of one of the target diseases to take the victim to the health facility right away.

6. **Point out** that although as Coordinators they are not likely to carry out this task on a regular basis, they will be responsible for training and supporting the Surveillance Volunteers to do this. Carrying out these role plays will give Coordinators some insight into possible advice and support that they can give to the Volunteers whom they will supervise.

7. **Add** that each group will have descriptions of situations in which Volunteers are likely to find themselves and that participants should carry out the role-plays

based upon the descriptions.

Small Group Work

1. **Divide** participants into small groups of 3 - 4 members each, give each group the attached situation descriptions, tell them they have 30 minutes, and ask them to begin.
2. **Circulate** and provide assistance and advice, as needed. Ask other facilitators to do the same.
3. **Check in** with groups after 30 minutes. If some need more time, give all groups an additional 10 minutes.
4. **Call all groups together** when most of the groups have finished.

Summary

1. **Ask** participants what advice they will give the Volunteers, now that they have seen what it might be like to urge families to take sick children or other persons to the health facility when they fall ill with one of these diseases.
2. **Listen** to all answers.
3. **Ask** participants to summarize the main points of this session.

SITUATIONS IN WHICH VOLUNTEERS ARE LIKELY TO FIND THEMSELVES

1. A Volunteer hears that a child in the neighborhood is sick. The child suddenly cannot stand, because he has no strength in one of his legs.
2. A community member approaches a Volunteer and explains that his child has fever and a rash.
3. A community member tells a Volunteer that her child has had diarrhea and vomiting for several hours.
4. A volunteer hears about a community member who has fever and muscle aches and whose eyes are yellow.
5. A mother approaches a Volunteer and explains that her baby is sick and that the soft spot on the top of his head bulges out.
6. A Volunteer hears about a 7-day old baby that for two days has cried continuously and cannot suck.
7. Volunteer visits a house with an infant who is having problems breathing problems and has a high fever.

Session Four

FOLLOW-UP TO DETECTION

Objectives

At the end of this session, participants will be able to:

1. Explain how a Coordinator can support Surveillance Volunteers in transporting or reporting suspected cases of target diseases to the health facility.
2. Identify where to find the appropriate responses to case reports of target diseases in the Coordinators' Handbook.
3. Explain how to coordinate with Surveillance Volunteers and local health facilities to ensure that appropriate responses to case reports occur.
4. Explain how to collect disease information from SVs on a regular basis.
5. Given an example of one month's worth of disease reporting, fill out a "Monthly Community Surveillance Form."
6. Explain how to complete the report when no diseases have been detected.
7. Explain what to do with the completed Monthly Community Surveillance Forms.

Duration: 2 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers
Blank Monthly Community Surveillance Forms (at least 1 per participant)
Sample Case Report Forms, filled out (at least 1 per participant)
Poster-size "Appropriate responses to case reports of target diseases" (if available)

Contents: Introduction
Part 1: Transporting and Reporting
Part 2: Appropriate Responses to Reports of Disease
Part 3: Collecting Disease Information
Summary

Introduction

1. **Ask** participants to listen to the following story and then to comment upon it.

"One Story of Disease Detection"

"Rachel was proud to have been selected as a Surveillance Volunteer in her community. She listened carefully to the talk going on around her in crowded places, such as the riverbank during washing times and the well where she drew her family's water. Whenever she heard about someone who was ill, she inquired about the sick person; and when the illness described sounded like one of the target diseases she had learned about in her training, she visited the family of the sick child or person to see for herself what symptoms she or he had. If the symptoms seemed to indicate that the victim had one of the target diseases, Rachel would urge the family to take him or her to the health facility at once. That evening, before going to bed, Rachel would ask her eldest son's help in filling out a Case Report Form about the sick person whom she had seen that day. She kept her forms carefully until the Coordinator's visit each month."

2. **Ask** participants what they think Rachel did well in her work as a Surveillance Volunteer and what she might do better.
3. **Ensure** that the responses include the following points:

Things Rachel Did Well	What Rachel Should Do Also
X She listened carefully to fellow community members to find out about illness.	X She should help the family of the sick person find transport, if necessary.
X She followed up on what she heard by visiting the family of the sick person.	X If the family refused to take the sick person to the health facility, she should send word of the suspected case of the target disease to the health facility as quickly as possible.
X She urged the family to take the sick person to the health facility.	X Rachel should follow up with the family after one or two days later.
X She filled out a Case Report Form for each case of illness detected.	X It is very important that Rachel not rely on only reports from the community. She should also actively ask people about children and others who are sick.
X She saved Case Report Forms to report to the Coordinator.	

PART ONE: TRANSPORTING AND REPORTING

Reading

1. **Ask** participants to open their Handbook to "Detecting Cases of Disease and Getting Them Seen by Health Facility Staff" (p. 7) and to take turns reading out loud, beginning with the paragraph that starts with "Disease detection alone . . ."

Discussion

1. **Ask** participants how they as Coordinators can support Volunteers in transporting or reporting suspected cases of target diseases. Ask them to be as specific as possible in their suggestions.

Suggestion for the facilitator: Write their suggestions in two columns on large paper or on the board -- one column for TRANSPORTING and the other for REPORTING.

2. **Ask** participants to think about their own situations and what kinds of ideas or support they will be able to give their Surveillance Volunteers for transporting and reporting suspected cases of the target diseases.
3. **Lead** a brief discussion about the suggestions made, probing to see what factors would help determine which kind of support a Coordinator would be able to give a Volunteer.

PART TWO: APPROPRIATE RESPONSES TO REPORTS OF DISEASE

Reading

1. **Ask** participants to open their Handbooks to the section, "Appropriate Responses to Case Reports of Target Diseases," p. 21, and invite a participant to read the introductory paragraph on that page.

Discussion

1. **Explain** that for each disease reported, there are specific actions that should be taken, either by health facility staff or by the family of the victim of the disease.
2. **Ask** participants to turn the page and look at the table, "Appropriate Responses to Case Reports of Target Diseases."

Suggestion for the facilitator: If you have an enlarged copy of the table to post

for training purposes, post it now and refer to it as you review the table with participants.

3. **Ask** participants to explain how to read the table.
4. **Ensure** that the following explanation, or one very similar, is offered: The "Diseases Reported" are listed in the first column of the table, and the possible responses to the diseases are listed in the second row of the table. To determine the proper response(s) to a particular disease, locate the disease in the first column, and then scan straight across to the right to identify in which blocks an "X" appears. An X in a box indicates that for that particular disease, the response at the head of that column is appropriate. The absence of an X means that the response is not appropriate for that illness. Every disease listed in this table requires at least two responses, although many require more than two.
5. **Ask** participants what responses are necessary when a child or person has the following illnesses:

X	Cholera?	
X	AFP/Polio?	
X	Meningitis?	(See Appropriate Responses table as
X	Neonatal tetanus?	they respond to each)
X	Measles?	
X	Yellow fever?	
6. **Explain** that in a moment you will ask participants to break into groups of three to help each other become familiar with using the table. The members of each group will take turns quizzing each other about the appropriate responses to case reports of each of the diseases, in the same way that you just quizzed the whole group. Ask that each group ensure that all its members can use the table to identify appropriate responses to all the diseases.

Small Group Work

1. **Divide** participants into groups of three, tell them they have 10 minutes to work, and ask them to begin.
2. **Circulate** and provide support and advice, as needed.
3. **Check in** with all groups when the 10 minutes are finished. If they need more time, give them an additional 5 minutes.

Discussion

1. **Call** all participants together.
2. **Ask** participants what concerns they have about using the table to determine the appropriate response to a case report of one of the target diseases. (Address concerns, as needed.)
3. **Ask** participants what they as Coordinators can do to help ensure that both the Surveillance Volunteers and health facility staff carry out appropriate responses to case reports of the target diseases.

Suggestion for the facilitator: It may be helpful to organize the participants' responses to this question by constructing a table like the one given below.

4. **Ensure** that participants include the following answers in the table you construct:

WAYS COORDINATORS CAN HELP ENSURE APPROPRIATE RESPONSES

How to help Surveillance Volunteers	How to help Health Facility Staff
Help SVs learn appropriate responses (part of training)	Confirm staff's agreement with responses listed in table
Supervise regularly	Maintain regular contact
Ensure that SVs know how to contact you	Ensure that staff know how to contact you
Compile information on SV activities monthly	Share monthly compilation of SV activities with staff
Ask SVs about follow-up to referrals and reports to the health facility	Ask about actions taken in response to SV referrals and reports.
Ask SVs about results of referrals and reports	Ask about results of referrals and reports

PART THREE: COLLECTING DISEASE INFORMATION

Discussion

1. **Ask** participants how maintaining regular contact with Volunteers and with staff of the health facility fits in with their present duties. (Possible probes: "How will it be easy? What will be challenging? How will you overcome obstacles?")
2. **Lead** a brief discussion about their answers, noting that the present responsibilities of each Coordinator helps determine how difficult or easy maintaining regular contact will be.
3. **Explain** that gathering information from Volunteers, sharing it with health facility staff, and then informing Volunteers of health facility staff concerns and questions are great ways to maintain contact.
4. **Explain** that you are about to pass out two forms -- a Case Report Form that Volunteers may use to keep track of each suspected case of one of the target diseases, and a Monthly Community Surveillance Form, which Coordinators should use to compile the information they receive from Volunteers.
5. **Ask** participants to take turns reading the forms out loud.
6. **Explain** that in this training Coordinators will have an opportunity to practice filling out the monthly form during a supervision visit to Volunteers. Add that once they are "on the job" they will decide how and where to fill out the forms.
7. **Explain** that in a moment you will divide the participants into small groups (no more than 6 members each), and that the members of each small group will take turns playing the role of a Coordinator who is meeting with the Volunteers that he or she supervises. Add that you will demonstrate what they are to do with the help of some volunteers.

Demonstration

Suggestion for the facilitator: Ask 4 or 5 participants to help you demonstrate what is to be done. Bring them in front of the group and arrange them in a semi-circle. Arrange your seating so that you are facing the semi-circle. (Make sure that all the participants can see and hear you.) Tell the participants that they will play the Surveillance Volunteers, while you will be the Coordinator, who is making a monthly supervision visit.

1. **Hand** each of the "Volunteers" a Case Report Form that has already been filled out, and give yourself a blank Monthly Community Surveillance Form and a pen or pencil.

2. **Ask** each of the "Volunteers" to take turns reading you their Case Report Forms, and as they read, fill out the Monthly Form. Every once in a while, ask one of the "Volunteers" to repeat what he or she has said. When they have all finished, thank them for reporting the information. Then end the demonstration by thanking the participants for their help and letting them sit back down.

Small Group Work

1. **Explain** that when they are in their small groups, participants should take turns playing the role of the Coordinator, while the others in the group pretend to be Surveillance Volunteers. Ask that everyone get a turn being the Coordinator.
2. **Divide** participants into small groups (no more than 6 members each), give each member one Monthly Community Surveillance Form and one Case Report Form, tell them they have 30 minutes to work, and ask them to begin.
3. **Circulate** and provide support and advice, as needed.
4. **Check in** with all groups when the 30 minutes are finished. If they need more time, give them an additional 10 minutes.

Discussion

1. **Call** all participants together.
2. **Ask** participants how they think they can use the monthly summaries.
3. **Write** the participants' suggestions on large paper or on the board.
4. **Ensure** that the following uses are mentioned:
 - X Coordinators can review the monthly summaries with health facility staff during regular meetings.
 - X They can share the information with their own organizations, helping identify disease trends and defining priority actions as well as priority areas of concentration. (Example: A community where there is a high incidence of diarrhea might benefit from specific interventions, such as health education, well construction, etc.)
 - X They can help the Volunteers present the information to the community so people will be better informed and so they have information on which to decide to plan activities.

Session Summary

1. **Ask** participants to summarize the main points of each of the following parts of this session:
 - X Part 1: Transporting and Reporting
 - X Part 2: Appropriate Responses to Reports of Disease
 - X Part 3: Compiling Disease Information
2. **Explain** that in the next session, participants will learn about preventive activities that can help improve health of community members.

Session Five

PREVENTION IDEAS

Objectives

At the end of this session, participants will be able to:

1. Identify which section of the Coordinator's Handbook provides guidance about preventive activities that can help improve the health of community members.
2. Explain how to plan and carry out family visits to check up on mothers' and children's vaccination status.
3. Name at least two ways in which community members (including Surveillance Volunteers) can support an immunization campaign in or near the community.
4. Explain how community volunteers can promote hand washing at key times.
5. Explain how community volunteers can promote safe feces disposal to help prevent diarrhea.
6. Explain how community volunteers can promote use of clean water to help prevent diarrhea.

Duration: 2 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers
Water and soap (or other locally-available material for hand washing)
Tippy Tap

Contents: Introduction
Reading
Discussion
Small Group Work
Presentations
Small Group Work

Summary

Introduction

1. **Ask** participants to react to the following statement: "An ounce of prevention is worth a pound of cure." (Note: Substitute a locally-appropriate statement of the same meaning, as needed.)
2. **Listen** to all reactions, asking for clarification, as needed.
3. **Ask** participants to describe experiences they have had that demonstrate clearly the truth of that statement.
4. **Ensure** that the descriptions indicate clearly that prevention is better than cure.

Reading

1. **Ask** participants to open their Handbooks to "Prevention Ideas," page 23, and to take turns reading out loud the two paragraphs on that page.

Discussion

1. **Explain** that this section of the Handbook provides them with five "Prevention Ideas," each of which includes a number of suggestions about preventive activities they can help organize and run in the communities where they work.
2. **Ask** participants who they can work with in those communities to help plan and carry out prevention activities. Add that you are not looking for the names of specific people here, but the kinds of people they might work with. Give as an example a Surveillance Volunteer, and then ask "Who else?"
3. **Write** on large paper or on the board the kinds of people they mention. Suggest that you leave the list posted so that if participants later think of more kinds of people who might help, they can add their names to the list.
4. **Explain** that in a moment you will divide them up into five groups, and that each group will be responsible for reading about one of the Prevention Ideas, discussing it, and then explaining it to the rest of the participants. The members of each group may choose how they will present their "prevention idea" to the rest of the participants.
5. **Add** that the groups will have 30 minutes to read over their "prevention idea" and to prepare their presentation. They will then have 15 minutes to do the presentation and 5 minutes for questions.

Small Group Work

1. **Divide** participants into five groups, assign each group a "prevention idea," tell them they have 30 minutes to work, and ask them to begin.
2. **Circulate** among the groups, providing assistance as needed.
3. **Check in** with all groups after 30 minutes. If they need more time, specify how much more time they may have and give it to them.

Presentations

1. **Call** all groups together and ask them to take turns presenting their "prevention ideas" to the other participants.
2. **Ensure** that each group presents for 10-15 minutes and has at least 5 minutes to answer questions.
3. **Thank** all groups for their good work.
4. **Explain** that in a moment you will divide them again, but this time into pairs. Add that the members of each pair should take turns telling their partners the main points of each of the "prevention ideas" been discussed in this session.

Small Group Work

1. **Divide** participants into pairs, tell them they have 10 minutes to work, and ask them to begin.
2. **Circulate** among the pairs, providing assistance as needed.
3. **Check in** with all groups after 10 minutes. If they need more time, specify how much more time they may have and give it to them.
4. **Call** all participants together.

Summary

1. **Ask** participants to summarize the main points of the session.
2. **Ensure** that the participants' summary includes an emphasis upon the value of prevention in helping reduce the burden of disease for their communities.

3. **Ask** trainees, based on their knowledge of their communities, how they would implement or modify the ideas in their handbook on prevention.
4. **Explain** that in the next session, they will learn about the role of Community Surveillance Volunteers.

Session Six

SUPPORTING SURVEILLANCE VOLUNTEERS

Objectives

At the end of this session, participants will be able to:

1. State at least three reasons for Coordinators to carry out regular support visits with Surveillance Volunteers.
2. Explain why it is important to include the community in each support visit.
3. Explain why monitoring good health habits and positive events can help a community.
4. Identify where to find guidelines for monitoring selected habits and/or events in the Coordinator's Handbook.
5. State two reasons why SVs should give feedback to their communities about surveillance activities.
6. Explain why SVs should consider using visual aides to help give feedback to their communities.

Duration: 2 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers

Contents: Part One: Support Visits
Part Two: Monitoring Good Health Habits and Positive Events
Part Three: Providing Feedback to the Community

PART ONE : SUPPORT VISITS

Introduction

1. **Ask** participants what Surveillance Volunteers need to carry out their work.
2. **Ensure** that among the answers that are given, support and supervision are mentioned. (If they are not, try asking them to whom the Volunteers should turn for help when they have questions or concerns.)

Reading

1. **Ask** participants to open their Coordinator Handbooks to Community Activity Idea No. 5, "Using a Support Visit Checklist" and to take turns reading the first page out loud.
2. **Explain** that in a moment you will ask participants to break up into small groups to do the following: the members of each group should work together for 15 minutes to list one way in which they could achieve each of the five objectives of a support visit. Add that they may, for example, state a question to ask or describe an action to take, but ask them to be specific in their suggestions and to write them on large paper.

Suggestion for the facilitator: It may be helpful to provide the following example: One way to "renew the enthusiasm of the SVs" would be to . . . (supply example).

Small Group Work

1. **Divide** participants into small groups (3 - 4 each), remind them they have 15 minutes to work, and ask them to begin.
2. **Circulate** and provide support and assistance, as needed.
3. **Check in** with the groups after 15 minutes. If they need more time, give them an extra 5 minutes.

Presentations and Discussion

1. **Call** all groups together and invite one member from each group to present the suggestions of that group.
2. **Lead** a brief discussion of the suggestions, perhaps beginning with observations about similarities and differences among them.

Suggestion for the facilitator: This may be an ideal opportunity, also, to discuss with the participants the difference between the use of open-ended and closed-ended questions. You might start by asking them what they think about using each kind of question. To stimulate discussion, perhaps give as an example of a closed-ended question the following: "Did you monitor positive health habits this month?" and as an example of an open-ended question the following: "What are you really pleased you were able to accomplish this month?" It may also be useful to ask participants to suggest ways in which a closed-ended question might be changed to an open-ended one.

3. **Explain** that the Coordinators' Handbook contains a "Support Visit Checklist" that may be very useful for them as they carry out their support visits with Volunteers.
4. **Ask** participants to take turns reading out loud the rest of Community Activity No. 6, including the Support Visit Checklist.
5. **Ask** participants what questions or concerns they may have about the checklist.

Suggestion for the facilitator: If some participants have questions, invite other participants to help answer them.

6. **Ask** why it is important to include the community in each support visit.
7. **Write** on large paper or on the board the reasons that participants give for including the community in each support visit. When they have finished, post the paper in a prominent spot.
8. **Ask** participants, as you point to the list they have just generated, what are some likely consequences of not including the community in support visits on a regular basis.
9. **Ensure** that participants mention that not including the community gives community members the message that the surveillance program is something owned and run by others, and that they have no responsibility for carrying it out.
10. **Ask** what is likely to happen if a Volunteer or Coordinator asks community members who have not been involved regularly in surveillance activities and feedback to participate in a surveillance activity.
11. **Ensure** that among participants' answers is the observation that the community would probably not be interested in participating.

Summary

1. **Ask** participants to summarize why it is important for the community to be involved in each support visit.

PART TWO : MONITORING GOOD HEALTH HABITS AND POSITIVE EVENTS

Reading

1. **Ask** participants to open their Handbooks to Community Activity Idea No. 7, "Monitoring Good Health Habits and Positive Events" and to take turns reading it out loud.

Explanation

1. **Explain** that in a moment you will ask the participants to divide up into pairs. Within their pairs, first one person will explain to the other how monitoring good health habits can help a community. The other person will in turn then explain to his/her partner why monitoring positive events can help a community. Each should give the other feedback and suggestions about the explanation s/he has given. When they have finished giving each other feedback, they will then switch roles; that is, the first person who spoke will explain to his/her partner why monitoring positive events can help a community, and the other person will explain why monitoring good health habits can help a community. Again, they will give each other feedback and suggestions about the explanations they have offered.
2. **Encourage** participants to think of this activity and the next one as opportunities to practice explaining these important concepts to community leaders and community members alike.

Small Group Work

1. **Ask** participants to divide into pairs. Tell them they have 15 minutes to work, and ask them to begin.
2. **Circulate** and provide support and assistance, as needed. Ask other facilitators to do so as well.
3. **Check in** with the groups after 15 minutes. If they need more time, give them an extra 5 minutes.

4. **Call** participants together again.
5. **Thank** them for their work, and explain that in the next part of the session, they will talk about Volunteers giving feedback to their communities

PART THREE : PROVIDING FEEDBACK TO THE COMMUNITY

Reading

1. **Ask** participants to open their Handbooks to Community Activity Idea No. 7, "Helping Surveillance Volunteers Provide Feedback to Communities" and to take turns reading it out loud.

Discussion

1. **Ask** participants why it is important for Volunteers to provide their communities with feedback about surveillance activities.
2. **Write** their answers on large paper or on the board.
3. **Read** out loud the answers they have given when they have no more to give.
4. **Explain** that in a moment you will ask everyone to turn their backs to the list they have just made (i.e., reasons why it is important to provide communities with feedback about surveillance activities). Every participant should then turn to the person in front or in back of him or her to form a pair. One member of each pair should first state one of the reasons from the list -- without looking! The other should then state another reason from the list -- also without looking. The two should continue in this fashion, taking turns stating a reason from the list, until they have mentioned all the reasons on the list -- or at least all the reasons they can remember.

Small Group Work

1. **Explain** that they have 10 minutes and ask them to begin.
2. **Circulate** and provide support and assistance, as needed. Ask other facilitators to do so as well.
3. **Check in** with the groups after 10 minutes. If they need more time, give them an extra 5 minutes.

Discussion

1. **Call** all participants together and ask how they feel about the importance of Volunteers' providing feedback to their communities.
2. **Ask** participants what they think about volunteers using visual aides to help give feedback to their communities.
3. **Listen** to all answers.
4. **Ask** a participant who has spoken in favor of Volunteers' using visual aides to help give feedback to their communities to explain his/her answer, including examples, if possible.
5. **Lead a discussion** about what visual aides participants have seen used or have used themselves to provide communities with information of any type. Include in the discussion questions about how effective visual aides were in helping communicate information. Ask why they were effective, or why they were not.

Session Summary

1. **Ask** participants to summarize the main points of this session.
2. **Explain** that in the next session, participants will explore how to train Community Surveillance Volunteers.

Session Seven

TRAINING SURVEILLANCE VOLUNTEERS

Objectives

At the end of this session, participants will be able to:

1. Demonstrate how to facilitate a discussion.
2. Demonstrate how to conduct a demonstration
3. Demonstrate how to conduct small group work.
4. Draw up a preliminary training plan for how to train Volunteers to carry out their tasks, including but not limited to the following elements:
 - a. How to organize the training
 - b. Training topics
 - c. Training Techniques
 - d. How to measure trainees' mastery of skills

Duration: 4 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint (large paper) and markers
Checklists: Assess Small Group Work, Assess Demonstrations, Assess Discussion Leadership

Contents: Individual Study
Introduction
Part One: Leading a Discussion
Part Two: Doing a Demonstration
Part Three: How to Manage Small Group Work
Part Four: Planning the Training of Surveillance Volunteers
Checklists

Individual Study

Ask Coordinators to prepare for this session by reading "Guidelines for Training Community Surveillance Volunteers" (in the Community Disease Surveillance Kit) the evening before this training session takes place.

Introduction

1. **Explain** that you would like participants to draw upon their own knowledge and experience as adult learners to brainstorm a list of ways that adults learn best. Add that they should begin each sentence with the following words: "Adults learn best *when ...*"
2. **Explain** that because this is a brainstorming activity, participants should refrain from judging or evaluating any suggestion. For example, if one of the participants states that adults learn best when they are standing on their heads, the other participants should hold their comments about this statement until the discussion period, when everyone will have an opportunity to voice their opinions.
3. **Start** the brainstorming.
4. **Write** each idea on large paper or on the board.

Suggestion for the facilitator: If people seem to be running out of suggestions, check the attached list of "Ways Adults Learn Best" to be sure that all of the ways listed there are included in the brainstorming. If one or more seem to be missing, pose probing questions such as "What about ...?" (adding a few key words) to solicit them.

5. **Bring** the brainstorming exercise to a close when it seems that participants have run out of new ideas, and the list seems fairly comprehensive (it includes all the suggestions from "Ways").
6. **Invite** the participants to review and edit the list. For example, ask participants if they see any repeats in the list. If they do, and there is general agreement that they are repeats, cross out the repeated statements.
7. **Ask** participants what they think about the list. When you have a list that the participants seem to be comfortable with, take the newsprint and tape it up in a prominent place in the training room.
8. **Explain** that as a group you will return to these statements about how adults learn best at different points throughout this training.

PART ONE: LEADING A DISCUSSION

Discussion

1. **Ask** participants to explain, based on the reading they did the night before, why "building knowledge through discussion" (page 83) is an appropriate first step in training.
2. **Ensure** that the following reasons are included in participants' explanation:
 - X Discussion helps draw out what the learners already know and can do in relation to a new skill or set of skills they will acquire.
 - X Discussion can also help learners see how specific new skills and knowledge can benefit them now or in the near future.
3. **Ask** participants for examples of how DISCUSSION has been used in this training.
4. **Ensure** that participants describe the following ways in which discussion has been used:
 - X Each session has begun with a DISCUSSION of the new topic or topics that would be covered during the session.
 - X The facilitator has asked questions to draw out from participants what they know or can do in relation to that topic.
 - X The facilitator has asked questions to help participants recognize the relevance of the topic to their lives and/or work.
5. **Ask** participants how each session would have been different if the discussion had not taken place and if the session had begun, for example, with explanations and demonstrations of new skills.
6. **Ensure** that participants' responses include the following:
 - X The trainer might have covered material that the participants already knew or skills they had already mastered.
 - X The trainer may have assumed that the participants had more training or experience than they actually had, and may have skipped important steps that would help participants acquire the necessary skills to advance in the training.

- X Participants may not have perceived that the new material would be useful to them in their lives or work.
7. **Explain** that you are going to share with them a checklist of discussion leader tasks that may be useful to them in their work as trainers.
 8. **Distribute** one "Discussion leader checklist" to each participant.
 9. **Ask** participants to take turns reading one item in the checklist out loud.
 10. **Ask** participants what they think of the list.

Suggestion for the facilitator: If participants agree on changes that should be made to the list, feel free to make them. After all, the more ownership participants feel of the list, the more likely they will be to use it/refer to it later in their work.
 11. **Explain** that in a few moments, you will break them into small groups and ask the members of each small group to take turns leading a brief discussion. Each discussion should last approximately 10 minutes. Add that you will distribute a list of suggested discussion topics, but that individuals may choose another topic altogether, if they please.
 12. **Ask** that within each small group, the members should take turns giving each discussion leader feedback and suggestions immediately after each discussion, based upon the checklist.

Small Group Work

1. **Break** participants into small groups of 3 - 4 participants each.
2. **Distribute** list of suggested discussion topics, tell the groups how much time they have (i.e., 15 minutes per participant -- 10 for discussion and 5 for feedback), and ask them to begin.
3. **Circulate** and provide assistance, as needed.
4. **Check in** with groups after sufficient time has passed for the largest group to finish. If one or more groups need more time, give them an additional period of time.
5. **Call** all groups together.

Summary

1. **Ask** participants what, if anything, surprised them about leading a discussion.
2. **Ask** participants what are the main points to keep in mind when leading a discussion.

PART TWO: DOING A DEMONSTRATION

Introduction

1. **Ask** participants something like the following: "Let's say that you have never tied a shoe. If I were to describe for you, step by step, how to tie a shoe -- using words, but not motions or pictures -- how well do you think you would be able to perform that task?"

Suggestion for the facilitator: If this example is not appropriate or relevant to your learners, feel free to substitute another task. The task selected should seem simple, because it is so commonly performed; but, in fact, it should be quite complicated to describe with words alone. It also should be a task that both male and female trainees are familiar with.

2. **Ensure** that the answers include an observation such as the following: "Words alone can't always convey how to carry out a physical task, especially one that requires several steps or stages."
3. **Explain** that although some learners may prefer to learn a task by listening to a description of its steps, because they feel most comfortable with that mode of learning, in fact it is usually helpful to see a demonstration of a new skill, in addition to hearing about it.

Discussion

1. **Ask** participants to explain why demonstration and practice are important in a training session.
2. **Ensure** that participants' responses include the following:
 - X The demonstration of new skills helps promote a clear understanding of what learners are being asked to do.
 - X By practicing individual skills in the training session, participants can benefit from the feedback and suggestions offered by their peers and

trainers to improve their skills.

3. **Ask** participants to describe the steps to take in setting up and carrying out a demonstration.
4. **Write** the steps on large paper or on the board.
5. **Ensure** that all of the following steps are included on the participants list:
 - Plan the demonstration, including when it will take place, how long it will last, what materials are needed.
 - Gather materials.
 - Practice the demonstration before performing it.
 - Do the demonstration. Make sure that ...
Tall participants can see and hear the demonstration.
Tyou do each step slowly.
Tyou explain what you are doing as you do it.
6. **Explain** that in a few moments you will ask all participants to take approximately 15 minutes, working alone, to do the following:
 - Select a task to demonstrate, making sure that the demonstration can be carried out in less than 10 minutes. (Note: They may wish to select a task from the list of tasks included in the “Training Overview,” part 2 of [Guidelines for Training Community Surveillance Volunteers.](#))
 - Plan how to demonstrate that task to a small group.
 - Gather materials for the demonstration.
 - Practice doing the demonstration.
7. **Explain** that after 15 minutes, you will divide the entire group into small groups and that participants will take turns carrying out the demonstrations they have prepared for the other members of their small group. Each demonstration should last 10 minutes.
8. **Add** that after each demonstration, the other members of the small group should take 5 minutes to give feedback and suggestions to the presenter.

Suggestion for the facilitator: When participants give feedback, they should mention something that a presenter has done well before pointing out what he or she could have been done better. In addition, those who give feedback should,

whenever possible, give the presenter specific suggestions about improvements to be made.

Small Group Work

1. **Ask** participants to work individually for 15 minutes to select their tasks to demonstrate.
2. **Circulate** and provide assistance, as needed.
3. **Check in** with participants after 15 minutes. If they need more time, announce to the group that they may have another 5 minutes.
4. **Call** all participants together when the agreed-upon time has passed, and divide them into small groups (3 – 4 participants each).
5. **Ask** all participants to take turns doing their demonstrations in their small groups and giving each other feedback on those demonstrations.
6. **Circulate** and provide assistance, as needed, ensuring that feedback is positive and encouraging.

Suggestion for the facilitator: To determine how much time is needed for this small group work, multiply the average number of participants in each small group by 15 (10 minutes for the demonstration and 5 minutes for feedback), and perhaps add an extra 5 – 10 minutes of “flexible time.”

7. **Call** all participants together when the agreed-upon time has passed.

Summary

1. **Ask** participants what should follow a demonstration in any training.
2. **Ensure** that participants mention that PRACTICE should follow a demonstration. In other words, when a trainer has demonstrated a task, the trainees should have an opportunity -- or, better yet -- a number of opportunities to practice doing the task during the training period. In that way, both the trainer and the participants can assure themselves that the new skill has been mastered.

PART THREE: MANAGING SMALL GROUP WORK

Discussion

1. **Ask** participants how small group work has been used in this training program.
2. **Ensure** that participants mention the following two uses of small group work in this training program:
 - X The small group work has given participants opportunities to practice new skills and to receive feedback and suggestions about their performance of those skills.
 - X It has also given the trainers opportunities to evaluate participants' performance of new skills and to make decisions about the need for additional instruction and/or practice.
3. **Ask** participants to mention some advantages of small group work.
4. **Ensure** that participants mention the following advantages:
 - Small group work is participatory, so trainees are not just passive listeners.
 - Using small groups varies the training Techniques so trainees are less likely to become fatigued.
5. **Ask** participants to name the steps the trainers have used to set up and run the small group work in the various training sessions.
6. **Write** the steps they name upon on large paper/newsprint or on the board.
7. **Ensure** that the following steps are mentioned:
 - a. Explain what the trainer will do.
 - b. Explain in detail what the participants will be expected to do.
 - c. State what the product of their work should be.
 - d. State how long participants will be given to produce that product.
 - e. Tell participants to begin.
 - f. Provide support and supervision, as needed.
 - g. Check in with participants when the allotted time has passed.
 - h. Give participants extra time, as needed.
 - i. Call all participants together.
 - j. Ask participants to react to or reflect upon the work they have done in small groups.

8. **Ask** participants how they feel about using those steps to manage small group work in trainings that they will do.
9. **Listen** to all answers. If participants express doubts or questions, encourage other participants to address them.

Suggestion for the facilitator: Re-directing participants' questions or doubts to other participants, rather than answering them yourself (yourselves) can help participants apply what they are learning to the training that they will soon be doing.

10. **Explain** that in a moment you will ask every participant to spend about 10 minutes selecting a task for a small group to work on and preparing how to manage the small group work (as outlined in the list they have created).
11. **Add** that after those 10 minutes of individual work, you will divide participants into small groups, and that the members of each group should take turns acting as the trainer who is "managing" the work of the other members of the small group.
12. **Explain** that because practice time is limited, the other members of the small group should not actually carry out the task assigned by the practicing trainer. They should pretend to carry out the practice for approximately 1 minute.

Small Group Work

1. **Ask** participants to work individually for 10 minutes to select a task for a small group and to prepare how to manage a small group's work of carrying out that task.
2. **Provide** support and supervision, as needed.
3. **Check in** with participants after 10 minutes. If they need more time, give them an extra 5 minutes.
4. **Call** all participants together when the agreed-upon time has passed, and divide them into small groups of 4 or 5 members each.
5. **Ask** the members of each group to take turns acting as the trainer who must manage the work of a small group as it completes a task. Remind them to use the list of steps created earlier to guide them.
6. **Tell** them they have ___ minutes (time allotted = average number of participants per small group x 15 minutes) and ask them to begin.

7. **Provide** support and supervision, as needed.
8. **Check in** with participants when the allotted time has passed. If they need more time, give them an additional 10 minutes.
9. **Call** all participants together when the designated time has passed.

Summary

1. **Ask** participants how they feel about using small groups in this way in their training of Surveillance Volunteers.
2. **Listen** to all answers. If questions or concerns arise, encourage participants to address them, if possible.

PART FOUR: PLANNING THE TRAINING OF SURVEILLANCE VOLUNTEERS

Discussion

1. **Ask** participants what elements they should include in a plan for training Surveillance Volunteers.
2. **Write** the elements they name on large paper or on the board.
3. **Ensure** that the following elements are mentioned:
 - X Training design
 - X Logistics
 - X Participant selection and invitations
 - X Preparation of equipment and supplies
 - X Training practice
4. **Write** the title "Elements of Training" at the top of the list.
5. **Explain** that in a moment you will divide participants into small groups and that each small group will be assigned one of these elements of training. Each group should come up with at least three key questions and the answers to those questions about the element of training they have been assigned.

Examples: One group will come up with three questions that one should ask oneself about the logistics of the training. For example, "Will all trainees be trained together in one location or separately in several locations?" That same

group should also answer the question, based upon the knowledge and experience of the group's members. They should be prepared to explain their answers to the rest of the participants.

6. **Explain** that each group will have 30 minutes to work on the questions and answers.

Small Group Work

1. **Divide** participants into small groups (3 – 4 members each), and assign each group one of the elements of training listed above. (Ideally, at least two groups should deal with each element, thereby increasing the chances that a variety of issues related to each element will be raised.)
2. **Give** each group several sheets of large paper and markers, and ask them to write the questions and the answers on separate sheets. Ask them to be prepared to share their work with the rest of the participants when they have finished.
3. **Tell** the groups they have 30 minutes to work and ask them to begin.
4. **Circulate** among the small groups and provide support and supervision, as needed.

Suggestion for the facilitator: As you circulate, you may consult the following list to help the groups:

- X Training design: review and adaptation of training materials, preparation of materials, handouts, etc.
 - X Logistics: site, dates, times, refreshments, etc.
 - X Participant selection and invitations: criteria for selection, who will do selection, when to send invitations, etc.
 - X Preparation of equipment and supplies: what to select, when to gather it, when to set up what is needed, etc.
 - X Training practice: who should practice, why to practice, how much to practice, etc.
5. **Check in** with the members of the small groups after 30 minutes. If they need more time, give it to them.

Presentations

1. **Call** all participants together at the agreed-upon time, and ask each group to present their questions and the answers.

Suggestion for the facilitator: If two or more groups have dealt with the same training element, have them present their work one after the other. This will give the other participants a chance to reflect upon various aspects of that element all at one time.

3. **Invite** participants to comment upon the work of the small groups. (Ensure that feedback and suggestions are given in a positive, helpful manner.) For example, they might suggest an additional question be added or an alternative answer proposed for one of the training elements.

Session Summary

1. **Ask** participants to summarize the main points of each of the four parts of this session:

Part One: How to facilitate a discussion

Part Two: How to conduct a demonstration

Part Three: How to manage small group work

Part Four: How to plan for training Surveillance Volunteers

2. **Thank** them for all of their hard work.
3. **Ask** all participants to fill out an evaluation form.

A CHECKLIST TO ASSESS DISCUSSION LEADERSHIP

Does the discussion leader . . . ?

- 9 Begin the discussion by asking a question.
- 9 Allow participants plenty of time to respond to questions.
- 9 Encourage participant evaluation of responses. (Example: "What do the rest of you think?" instead of "Yes, that=s right!" or "No, not exactly.")
- 9 Use open-ended questions. (Example: "What will you say to the family of the sick child?" instead of "Will you tell the family of the sick child to take him to a health facility?")
- 9 Check for comprehension frequently. (Example: "How is this like other tasks you will have as a Volunteer? How is it different?" instead of "Any questions?")
- 9 Encourage all participants to join the discussion.
- 9 Ask questions that help participants recognize the relevance of the topic(s) to their lives and/or work.
- 9 Ensure that the main points of the discussion are summarized at the end, either by the leader or by the participants.

A CHECKLIST TO ASSESS A DEMONSTRATION

- 9 All materials are prepared and ready.
- 9 The presenter speaks clearly, slowly and loudly enough for all to hear.
- 9 The presenter ensures that all participants can see the demonstration.
- 9 The presenter demonstrates the skill(s) in a clear, organized way.
- 9 The steps of the demonstration are clear.

A CHECKLIST TO ASSESS MANAGEMENT OF SMALL GROUP WORK

Does the trainer . . . ?

- 9 Explain what s/he will do.
- 9 Explain in detail what the participants in the small groups will be expected to do.
- 9 State what the product of their small group work should be.
- 9 State how long the small groups will be given to produce that product.
- 9 Tell participants to begin.
- 9 Provide support and supervision, as needed.
- 9 Check in with participants when the allotted time has passed.
- 9 Give participants extra time, as needed.
- 9 Call all participants together.
- 9 Ask participants to react to or reflect upon the work they have done in small groups.

A CHECKLIST TO ASSIST IN PLANNING FOR TRAINING

- 9 Develop training design and materials
- 9 Select training site
- 9 Set date and time
- 9 Invite participants
- 9 Arrange for participant transportation
- 9 Arrange for equipment and supplies
- 9 Confirm participants
- 9 Arrange for refreshments
- 9 Prepare site (arrange seating, set up equipment, supplies, etc.)

COMMUNITY SURVEILLANCE COORDINATOR SKILLS EVALUATION AT THE END OF TRAINING

Directions: In the spaces provided, please write brief answers to each of the questions listed below. If you need more space, use the other side of this sheet, being sure to label the answer with the appropriate number. You may use your Coordinator's handbook.

1. What is the purpose of disease surveillance?

2. What is the Coordinator's role in community surveillance?

3. What is the Surveillance Volunteer's role in community surveillance?

4. Which section of the Coordinator's Handbook provides guidance on organizing meetings?

5. Which section of the Coordinator's Handbook provides guidance on organizing an information campaign about community surveillance?

6. How can a Coordinator assist a community to select Community Surveillance Volunteers?

7. Which section of the Coordinators Handbook provides information about AFP and the other target diseases?

8. What should a Volunteer look for to identify a suspected case of:

AFP/Sudden paralysis

Measles

Neonatal Tetanus

Cholera

Meningitis

Yellow Fever

9. Where can a Coordinator find the appropriate responses to case reports of target diseases in the Coordinator's Handbook?

10. What should a Volunteer do when he or she finds a suspected case of one of these diseases?

11. Which section of the Coordinator's Handbook provides guidance about preventive activities that can help improve the health of community members?

12. List at least three reasons for Coordinators to carry out regular support visits with Surveillance Volunteers.

14. Where can a Coordinator find guidelines for monitoring selected habits and/or events in the Coordinator's Handbook?
