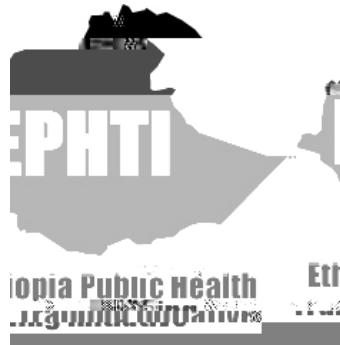


## MODULE

# *Health Team Work and Team Training*

For the Ethiopian Health Center Team



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In collaboration with the Ethiopia Public Health Training Initiative, The Carter Center,  
the Ethiopia Ministry of Health, and the Ethiopia Ministry of Education

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## **PREFACE**

Teaching–learning process cannot be thought of or achieve its purpose without the necessary textbooks and reference materials, which are one of the main problems for training in our situation. Having this problem in mind, experts from various departments of the institution came together to prepare this team training module that will help to address the solution to the problem.

The preparation of this module had gone through series of meetings and discussions with the relevant bodies in the institution. It is prepared in simple terms and expected to be distributed to users, both in teaching and service rendering institutions.

This module is prepared specifically for the health center team, which incorporates Health Officers, Public Health Nurses, Medical Laboratory Technologists, Environmental Health Professionals, Midwives and Pharmacists.

The Health Center Team would be deployed at the health center level and are expected to implement PHC at the community level. Their cooperative teamwork will enhance them to plan, implement and evaluate the health provision together and finally to achieve the intended goals.

This module on “Health Team Work and Team Training” has two major parts. The first part is the Core Module, which help all categories to perform their task as a team.

The second part is the Satellite Module, which is category-based that helps the different categories to exercise their own professional roles and covers those issues that are not addressed in the core module.

In addition, the satellite module for Health Service Extension Workers (HSEWs) is also attached expecting that they would be working at the community level as team members. However, this module is not expected to replace textbooks on teamwork. Rather it is prepared to enhance the teaching – learning process by making the users to learn more by using this module.

## **ACKNOWLEDGEMENT**

Many people and institutions/ organizations had contributed towards the development of the teaching module. It would be relevant to mention and acknowledge those who devoted their time, money and other resources for the preparation.



RPR:	Rapid Plasma Reagin
PHN:	Public Health Nurse
STIs:	Sexually Transmitted Infections
TB:	Tuberculosis
TBAs:	Traditional Birth Attendants
TPHA:	Treponema pallidum Hemagglutination
UGR:	University of Gondar
VCT:	Voluntary Counseling and testing
VDRL:	Veneral Disease Research Laboratory
VIPL:	Ventilated Improved Pit Latrine

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# **UNIT ONE**

## **INTRODUCTION**

### **1.0 INTRODUCTION**

#### **1.1. Purpose and Use of the Module**

The main purpose of the preparation of this module is to familiarize health professionals who could work as cooperative, collaborative and committed team especially at the health center level. The team members include Health

healthteo

## 1.2. Directions for using the Module

Attempt to answer all the pretest questions  
in the core module

Understand the Learning Objectives

Perform Learning Activity One: Exercise

Go through the next part of the Core Module

# UNIT TWO

## CORE MODULE

### 2.1. Pretest

#### Instruction

All categories of team trainees shall attempt to answer the questions presented below.

1. Which attributes of the health team are important in teamwork?
  - a) A principled leader
  - b) All members receive a job to be done.
  - c) All members participate in choosing the objective
  - d) All of the above
  - e) None
2. Which one is incorrect about a health team?
  - a) Has common goal and objective
  - b) People other than health professionals such as janitors and drivers are not parts of the team
  - c) Is guided by health needs of the community
  - d) Aims at alleviating community's health problems
  - e) None
3. Which of the following best defines a health team?
  - a) Is a group of people having common goal determined by community's health needs
  - b) Is a group of people whose goal is addressing professional development
  - c) Is a group of people from the same profession whose goal is to address community's health needs.
  - d) Is group of people whose aim is executing the duty assigned by the boss
  - e) None
4. Which one is incorrect about the

- b) In group, the leader is more authorized.
  - c) Teams have common approach to work.
  - d) In group, responsibility is focused on individuals.
  - e) Group and team are synonymous.
5. Which one is not the characteristic of an effectively functioning health team?

11. Which type of skill is more important to view the organization/team as a whole and a total entity?
- a) Human relation skill
  - b) Conceptual skill
  - c) Technical skill
  - d) Communication skill
  - e) All of the above
12. Which type of team has shorter life span?
- a) Primary work team
  - b) Executive/management leadership team
  - c) Ad hoc Team
  - d) All of the above
  - e) None of the above
13. One of the tasks of a health team is to conduct community diagnosis. Which of the following is correct about community diagnosis?
- a) It provides a base line information for further works
  - b) It identifies community health problems
  - c) It indicates resources required for intervention of health problems
  - d) All of the above
  - e) None of the above
14. Health team members are expected to conduct health education. In which of the



A set for doing the game/puzzle consists of five envelopes containing pieces of cardboard cut into different patterns, which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

***Procedure to prepare a set of cardboard squares, each 15 cm x 15 cm***

- The square should be 15 cm on both sides.
- The pieces drawn to the halfway should be 7.5 cm, (note all marks are halfway).
- All similar pieces should be the same size.
- Place the squares in a row and make them as below:

4. Also observe the entire team and how they did or did not work together.
5. Do not comment on personality.
6. Do not assist in doing the game.
7. If a participant is breaking the rules, gently tell the person or if necessary call the facilitator.

### **C. For the Facilitator**

1. Read the instructions to all team members.
2. Give each group of five a set of squares in the five envelopes labeled A, B, C, D, E.
3. Fix time
4. Ask the group to start the game.
5. When the task is completed, ask each group to discuss the following questions
  - a. In what ways do you think each of you helped/hindered the group in completing the tasks?
  - b. How did members feel when someone holding a key piece did not see the solution?
  - c. How did members feel when someone completed the square incorrectly and then sat back without helping the group further?
  - d. What made the difference between not solving the game and solving it?
  - e. What did the observers see?
  - f. How are some of the things you learn from the game which is true of a real health team life? (Players/Participants first and observers next).

(Adapted with some modification from Notes and Guidelines for Developing Training of Trainers Programs with particular focus on Community Health Care in Ethiopia by Dennis Carlson and Beulah Downing, Poulsbo, Washington, Revised Novemeber1997.)



## 2.4. Definitions

### Team

A **team** is a small number of **consistent** people **committed** to a **relevant shared purpose**, with **common performance goals**, **complementary and overlapping skills**, and a **common approach** to their work. Team members hold themselves mutually accountable for the team results or outcome.

*Key terms of the definition are described below:*

- **Relevant Shared Purpose:** The purpose or goal is defined by the members of the team working collaboratively; within this purpose each team member has specific tasks which are discussed and agreed upon.
- **Consistent Membership:** Members become comfortable with and knowledgeable about each others' skill levels and more committed to sharing their knowledge and skills to develop fellow team members as long as the team exists.
- **Complementary and Overlapping Skills:** Include technical or functional expertise,



one discipline or many disciplines in sequence. In order to provide care as efficiently as possible, an IHCT creates formal and informal structures that encourage collaborative problem solving. Team members determine the team's mission and common goals; work interdependently to define and manage health problems; and learn to accept and capitalize on disciplinary differences, differential power, and overlapping roles. To accomplish these, they share leadership that is appropriate to the presenting problem and promote the use of differences for confrontation and collaboration. They also use differences of opinion and problems to evaluate the team's work and its development.

Health workers trained to follow the principles in team work are more responsive to the needs of the community they serve. The services they provide are more cost effective and are more satisfied in their career paths and their profession.

***“COMING TOGETHER IS A BEGINNING, KEEPING TOGETHER IS A PROGRESS, AND WORKING TOGETHER IS A SUCCESS” Henry Ford***

## **2.5. Similarities and Differences of a Team and a Group**

**The terms team and group are not exactly the same.**

A group is a collection of two or more individuals interacting and interdependent, which has come to achieve a particular objective. It is characterized by frequent communication among members over time and a size small enough to permit each member to communicate with all other members on a face to face basis as a result each group member influences and is influenced by others.

Basically a group is a collection of individuals who come together for a joint effort but whose outcome relies primarily on individual contribution of its members. On the other hand a team has members who work collectively in a way it magnifies the group's

impact, above and beyond that generated only from individual effort. More specifically we can see differences in the following table.

<b>CHARACTERISTICS</b>	<b>GROUP</b>	<b>TEAM</b>
------------------------	--------------	-------------

## 2.6. Characteristics of Health Teams

Effective functioning health teams share similar characteristics with other teams and the following eight basic characteristics are identified:

1. **A clear, elevating goal.** All members of the team should be able to visualize the results of gaining the goal. The goal should be challenging and should make a difference.
2. The team should be driven by the **results of their efforts.**
3. **Competent members;** the team should be made up of people who can perform the roles in which they are functioning.
4. **Unified commitment;** all members of the team agree on the goal and feel a strong, urgent, and personal commitment to reach the goal.
5. **A collaborative climate;** To create a good relation and working environment, members of a team need to maintain honesty, openness, consistency, competence and respect.
6. **Standards of Excellence:** involve standards from many different sources.
7. **External Support and Recognition:** A team functions much better when it is recognized for its accomplishments by the greater organization or by the society. It is important to have ways to provide this recognition.
8. **Principled Leadership:** The right person in a leader

4. An emphasis on fact-based judgments.

## **2.7. Advantages of Team Work**



mentoring and teaching employees, or developing long-term plans for their work area.

**5. Creates higher employee satisfaction**

When teams have real responsibility and authority, the decisions they make are theirs. The feelings of increased ownership and control within their work life lead to higher levels of employee satisfaction.

## Advantages of having a teamwork approach for individuals, managers and organizations

Individual Advantages	Managerial Advantages	Organizational Advantages
<ul style="list-style-type: none"> <li>- Increases self-esteem, self-actualization</li> <li>- Opportunity to learn new skills</li> <li>- Greater ability to affect decisions</li> <li>- Greater job satisfaction</li> <li>- Increases autonomy</li> <li>- Sharing of knowledge</li> <li>- Increases peer respect</li> <li>- Increases creativity</li> <li>- Increases sense of belonging</li> <li>- Increases feeling of control</li> <li>- Improved flexibility</li> <li>- Increases confidence</li> <li>- Increases appreciation of other's efforts</li> <li>- Moved from I/me concept</li> <li>- Better utilization of skills</li> </ul>	<ul style="list-style-type: none"> <li>- More flexibility to do own job</li> <li>- Can concentrate on "managing"</li> <li>- Can draw from a variety of perspectives</li> <li>- Problems solved at "local" level</li> <li>- A way to share the load and responsibility</li> <li>- No longer wasting time</li> <li>- Increases time for coaching/mentoring</li> <li>- Wealth of experience broadened</li> <li>- Less confusion</li> <li>- Less blaming, we/they behavior</li> <li>- Increases learning opportunities</li> <li>- Increases creativity</li> <li>- Give a new perspective</li> <li>- Moved from being a director to a facilitator</li> <li>- Freedom to concentrate on other things</li> <li>- Able to do more</li> </ul>	<ul style="list-style-type: none"> <li>- Less affected by staff turnover</li> <li>- Increases productivity</li> <li>- Better ideas/decisions due to work group synergy</li> <li>- Increases accountability</li> <li>- Input broader perspective, diversity, multidimensional</li> <li>- More goal consistency</li> <li>- Less expense</li> <li>- Improves value</li> <li>- Ownership, shared responsibility and accountability, collective problem solving</li> <li>- Increases commitment</li> <li>- More heads better than one</li> <li>- Improves quality</li> <li>- Increases client satisfaction</li> <li>- Decisions better, well-through-out</li> <li>- Uniformity</li> </ul>

### 2.8. Team Approach

Team approach is defined as the way that management attempts to bring about balance among the different people concerned. Well developed and efficient teams are those



that can quickly evaluate a complex situation and decide how to state the problem, so the members of the team can use their skills to focus on an integrated approach.

The success of team's work depends to a great extent on how well its members work together and with the people they serve. Good management can help a team to work together harmoniously and efficiently through:

- Setting and sharing objectives
- Encouraging good personal relations
- Distributing tasks
- Coordinating the activities of the team
- Applying sound organizational principles

Team approach is not a recent innovation. Team work has existed for a long time perhaps for hundred of years in many countries.

### **History of Health Team Approach in Ethiopia**

The concept of team approach in health care institutions in Ethiopia dated back to the mid of 1950's with the establishment of Gondar Public Health College and Training Center, which trained competent health team, composed of Health Officers, Community Nurses, and Sanitarians. Ever since the establishment of the college, **Team Training** is one of the corner stones and base of the Philosophy of Public Health.

This Philosophy is further strengthened and more emphasized in GCMHS, University of Gondar and put as one of the **Educational Principles**. It is stated as "Training of health professionals in **Rural and Urban** teaching and service settings so that graduates acquire knowledge and skills relevant to the needs of the community and practice setting, providing **Community Oriented Teaching** that enable a graduate to identify health problems of the community and intervene to improve the patterns of health care. Training different health professionals together as a **Team** to establish and enhance the ethos of



**Other types of teams are *Innovative Teams, Work Teams and Problem Resolution Teams.***

## **2.10. Members of Health Team**

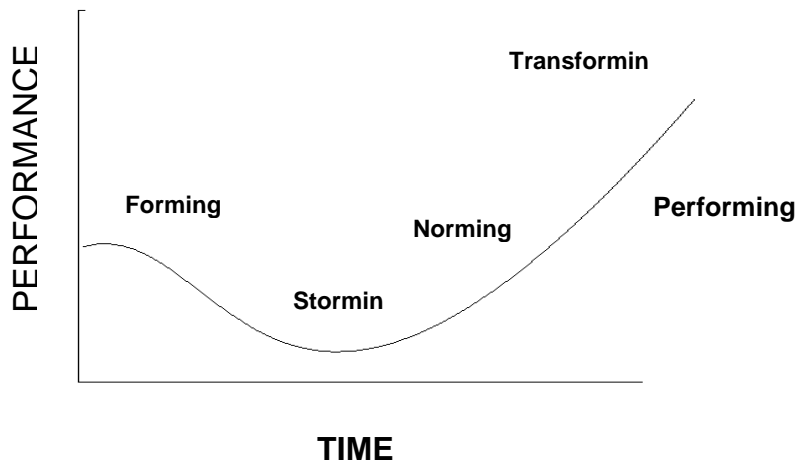
There is no universally applicable composition of a health team. The composition could be defined by many factors: task to be performed, the nature of the working place, quality of the expected outcome, availability of particular professionals, etc. The members of health team include all those working together; e.g. health workers and the supporting staff: clerks, drivers, and cleaners are all parts of the team. It may also include a community health worker chosen by the village people. It is important that their work and contributions be recognized as those of the technical staff. For example, the Gondar 'Health Center Team' comprises of health officers, environmental health, nurse and laboratory departments.

## **2. 11. Development of Health Team**

For team development to occur, members need to learn to handle the various feelings and behaviors in each of the different stages. To help them, the coach needs to make them aware of the stage they are in and what needs to be done in order to move on.

Another term for team development is team building. High performing teams do not just spring up ready to go. Teams generally ne

## Stages of Team Development



(Adapted from the book entitled as “Team-Based Health Care Organizations Blueprint for Success, 1996, USA).

The figure indicates the stages of team development. It starts with forming stage whereby team members start to feel for one another and yet individual performance predominates. The second stage is storming stage that is characterized by conflict and disagreement thereby the performance of the team will be much lower than the previous stage. The last three stages show good performance of the team.

There are five stages of team development:

### **Stage 1. Forming**

When a team is forming, members cautiously explore acceptable group behavior. People’s role change from “individual” to “member”. They may change the authority of the leader to coach, but they also tend to be dependent on them for orientation and direction.

When a group is just being formed, members generally have these feelings:

- Excitement, anticipation, optimism.

- Pride in being cohesion for the project.
- Tentative initial achievement to the team.
- Anxiety, fear, or even suspicion about the job ahead... and demonstrate these behaviors.
- Polite, fairly formal interactions with other members.
- Attempt to define the task and decide how it will be accomplished.
- Attempt to figure out what is acceptable group behavior and how to deal with group problems.
- Make first decisions about what information need to be gathered.
- Discuss concepts and issues.
- Discuss issues not relevant to the task; difficulty in identifying relevant problems.
- Complain about the organization and barriers to the task.

Useful activities/tools the team leader can use to help forming groups are:

- Introduction/inclusion activities.
- Clarify the mission
- Establish ground rules for team behavior.
- Provide any needed training.

## **Stage 2. Storming**

The Storming stage is critical to effective group development, but usually is a difficult time for the team. The task seems harder than they expected. They become impatient and argumentative. They resist collaborating with each other. At the same time, as a result of conflict, individuals establish their own expertise within the group, they forge ways of working with one another, and they learn to respect one another's point of view. If the team gets stuck here and does not resolve its interpersonal and role issues, it will never reach optimal performance.

At the Storming stage, members generally have these feelings:

- Resistance to the task and to Quality Assurance approaches.
- Varying (though often negative) attitudes about the team, the team members and the project's chance of success and demonstrate these behaviors.

- Arguing among members, even when they agree on the real issues.
- Defensiveness, competition, withdrawal.
- Questioning the purpose of the project.
- Unrealistic goal setting; concern about excessive work.

Useful activities/tools in the Storming phase are:

- Conflict management techniques.
- Clarification/teaching of QA concepts, tools, team dynamics, meeting methods, and roles.

### **Stage 3. Norming**

During this stage, members begin to accept the team, their roles on the team, and the individuality of fellow members. Conflict is reduced as members become more cooperative. If the team stalls here, effectiveness may be reduced because of the members' new desire to please one another. At this point, the team leader needs to manage team dynamics-such as balancing participation-and also continue to provide necessary training and feedback.

At the Norming stage, members generally have these feelings:

- Acceptance of membership in the team.
- Relief that everything is going to work out...and exhibit these behaviors.
- Commitment to working out differences.
- Giving and receiving feedback constructively.
- More expression of feelings.
- "Playful" interactions.

Useful activities/tools the team can use in the Norming phase are:

- Continue the fostering of shared responsibility.
- Refocus on the agenda or purpose (when necessary).
- Provide training in QA tools or group process as needed.

#### **Stage 4. Performing**

At this stage, the team starts diagnosing and solving problems, and choosing and implementing changes. Members accept each other's strengths and weaknesses, and know what their own roles are. They gain insight into personal and group processes. The coach helps the team to perform more self-evaluation and accept more leadership responsibilities.

During the Performing stage, group members generally have these feelings:

- Satisfaction with the team's progress.
- Trust in one another... and exhibit these behaviors:
- An ability to anticipate group problems and prevent them or to work through them constructively.
- A willingness to take risks.
- Commitment to process and goals.

Useful activities/tools for the Performing phase are:

- Training in QA tools or concepts as needed.

**Stage 5. Transforming** This stage is often called a stage of change and it is added here to reflect the truly synergistic result of highly performing

**Criteria for effective goals:**

All goals are not equally effective in achieving what we want to achieve. So how do we frame goals that work best? Some important



## **2.13. Roles of Agents in a Health Team**

The number and type of people or professionals in a team may depend on the nature of the tasks to be performed and the goals to be achieved.

The members of a team include all those working together. There are about four agents that have roles in achieving successful teamwork to undertake which are also true for a health team. These are the institutions, facilitator, team leader and team members. The duties/ activities and responsibilities of each agent are discussed below:

### **I. The Institution**

The institution is represented by the manager who has set up or empowered the team. An institution is not actually a member of the team, but has the following responsibilities:

- Remove barriers
- Give permission to training
- Ensure implementation
- Monitor performance and
- Provide long-term support, recognition and rewards.

### **II. Facilitators**

These are “team experts” who help the team get started and serve as resource to help

- Participating with other members in discussing agenda items and making decisions.
- Serving as official record keepers of all documents that come to or from the team.
- Representing the team to the management/institution.
- Serving as the interface with other teams or sectors/departments.
- Act as role model, providing vision, problem solver, and liaison among other teams, team leaders and management.

#### **IV. Team Members**

These are the people who are “experts” in the activities in which the team is engaged and who do the work. The duties and responsibilities of team members are:

- Perform tasks assigned to them.
- Share their experience and knowledge with other members.
- Work with other members to standardize and document process.
- Work with others to identify ways that can improve the process and collaborate to make those improvements.
- Work with others in identifying and prioritizing problems of the community, plan, implement, try to solve them and evaluate together.
- Abide by the time assigned for the program.

#### **2.14. Learning Activity Two: Case Study**

Chairman of Sabiya Giorgis Peasant Association reported to Lay Armachiho Woreda Health Office that many people are dying from a disease whose manifestations are fever and headache. He said that about fifty people died in two weeks time. They had reported the case to the nearby clinic but there was only one health assistant in the clinic that he couldn't come to the area to assess the problem. Since the situation was worsening, the chairman was obliged to bring the case to the Woreda Health Office. In the woreda, there is a health center known as Tikil Dingai Health Center.

The Woreda Health Office is staffed by a health officer, pharmacist, environmental health, nurse, laboratory technologist and midwife. In Tikil Dingai Health Center, the above mentioned categories of health professionals are available.



## 1.2. Identifying the Members and Defining Their Roles

The team needs to comprise competent members who can perform the task to which

*Informal discussion* with families, people, political leaders and religious leaders, etc. will produce further ideas. From these talks it is possible to make a list of the main problems that concerns the community.

*Formal meeting* conducted by a community leader could be held to try to decide which the most serious problems are and what can be done about them. This could be difficult and several meetings might be needed before any clear decision can be reached. In this way the people are encouraged to participate in solving their own health problems. However, health staff should be cautious in such meetings, as community leaders are likely to try to persuade the people to agree with them about which problems should be given priority.

### *Step 3- Encourage, Organize and Participate*

When the people have decided what the main health problems are and agreed to their order of importance, a plan of action must be prepared. The health team works with the community to put the plan into action, to make changes that will lead to improvement over a period of time.

### *Step 4- Inform*

Once a plan of action has been proposed, discussed and accepted, the community should be informed of its objective and of any decisions taken. If people do not know what is intended, they are unlikely to do anything to help in achieving it.

## **4. Skills of the Health Team Leader and Members**

A skill is an acquired and learned ability to translate knowledge into performance. It is the competency that allows for performance to be superior in the field where the worker has the required skill. All health team members and leaders need to have technical, human relation and conceptual skills. The degree of skill required may vary between the members and the leaders, for example, conceptual skill is highly needed by the leader.

**Technical Skill:** It basically involves the use of knowledge, methods and techniques in performing a job effectively. This skill is acquired through education and training.

**Human Relation Skill:** It is the ability to work with other people in a cooperative manner. It involves understanding, patience, trust and genuine involvement in interpersonal relationships.

**Conceptual Skill:** It is the ability to view the organization/team as a whole and as a total entity. It also reflects the mental abilities of team members to visualize the complex interrelationships in work areas, relationships among people, among various organizations in the health system and even between its external environments. It permits team members to understand how the various factors in particular situations fit together and interact with one another.

In addition to the above-mentioned skills, ***communication, decision-making and problem solving skills*** are required for effective functioning of health team.

### **Communication Skill**

It is common experience that personal relationships and communication skills are essential for effective functioning of health team.

leader (or other communicator) should always use some means of checking that the intended effect has taken place.

- Conflict or disagreement is normal in human relationships; it should be managed in a way that will achieve constructive results.

## **Some Communication Skills and Techniques**

### **Disagreeing with Respect**

- **Reveal discomfort immediately.** Don't store up feelings and then dump them all at once on the other person.
- **Stick to the present.** It is not helpful to bring up the past during disagreements.
- Don't just complain, but offer a plan for change. The goal is constructive problem solving, not griping.
- **Use active listening.** Before you respond to a person's statements, repeat it back to him/her using your own words.
- Communicate feelings using "I" statements. Think "How does this make me feel?" 9 appl 4/tren

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Example of focus on behavior: "I am irritated because the work you did was incomplete and did not include changed we agreed you would make."

- **Agree to disagree.** It is possible to understand another person's point of view without agreeing with it. You may not be able to resolve every issue to your liking, but you can respect another person's right



1. Recognize and define the problem
2. Collect information and analyze current process
3. Identify possible causes for the problem
4. Generate alternative actions to eliminate causes
5. Select the actions that seem best and implement them
6. Assess the change and learn
7. Make the change permanent and start over

## **5. Coordination**

To coordinate activities or groups of activities is to bring them in to proper relation with each other so as to ensure that everything that needs to be done is done and that no two people are trying to do the same job. Coordination helps work to progress smoothly.

Coordination is the means of:

- Distributing authority
- Providing channels of communication and
- Arranging the work so that

-

Trust can be gained when the following attributes are present:

- **Honesty:** truth telling, integrity, and no exaggerations among team members;
- **Openness:** a willingness to share opinion, ideas and feelings, even when it is uncomfortable to do so, receptivity to new information and to the perceptions and ideas of others.
- **Consistency:** predictable behavior and responses. Congruence between what you say and what you do.
- **Competence:** Capable of doing what is expected and can do the job for which he/she is assigned.
- **Respect:** treating all people with dignity and fairness.

Examples of factors in the external environment, which can influence performance of the team, are like the health policy, the political environment, availability of resources and infrastructure, support and recognition by the community. External support and recognition can enhance the performance of the team. The team's performance will increase when it is recognized for its accomplishments by the greater organization or by the society.

## 7. Motivating and Dissatisfying Factors

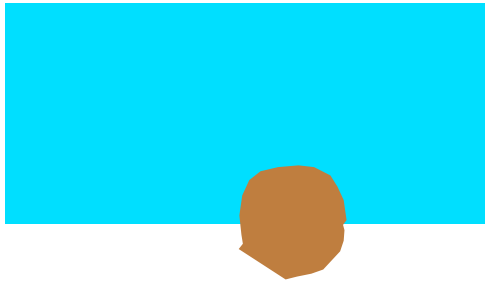
### Motivation factors

Motivation is an inner impulse that makes a person to act in a certain way. There are two groups of factors that encourage people to apply their ability and energy to work, and that makes people dissatisfied at work. These are motivators and dissatisfiers.

Some of the common motivators in work are:

1. **Achievement-** most people like to do things well. They like to succeed. Their satisfaction in success and in getting things done well comes largely from achieving what they expect to be able to achieve and what they aim at achieving.
2. **Recognition** – very few people are satisfied with simply knowing in their own minds that they have been successful. Most people like others also to know of their success.

3. ***The work itself***-people like to do useful and worthwhile work; helpful to other people



## **8. Monitoring and Evaluation of the Team's Work**

### **Monitoring**

It is observing, measuring, recording and taking corrective actions. Many health activities take place at the same time, and the health team needs certain 'tools' to watch, or monitor, the work. The purposes of monitoring are as follows:

*Monitoring of inputs which ensures:*

- Resources are available as planned.
- Community groups or individuals participate as expected.

*Monitoring of process which ensures:*

- The expected functions, activities and tasks are performed in accordance with set norms and schedule

*Monitoring of outputs which ensures:*

- Services are delivered as planned
- Training results in new skills or higher levels of skill
- Decisions are timely and appropriate
- Records are reliable and reports are issued
- The community is satisfied.

### **Evaluation**

It is judgment of value, based on observation or measurement or examination. To evaluate teamwork for its effectiveness is to judge the value of results achieved by the health team. It necessitates measuring the extent to which people get the services that were planned to meet their needs, and assessing how much they benefited from the services. The information obtained is used to improve the quantity, quality, accessibility, efficiency, etc. of services.

The general approach to evaluate for effectiveness consists of the following five steps:

- Deciding what aspects of the program are to be evaluated and how effectiveness is to be measured
- Collecting the information needed to provide the evidence
- Comparing the results with the targets or objectives
- Judging whether and to what extent the targets and objectives have been met



- Introduce to community leaders and get information about the community
- Develop questionnaires.
- Standardizing and pre testing the questionnaire/ instruments
- Mapping and zoning the study area and numbering of houses
- Collecting data
- Data cleaning, compilation and analysis
- Write up
- Selecting priority problem
- Design an action plan

### **2.16.2. Health Education**

A process with intellectual, psychological and social dimension relating to activities that increases the ability to make informed decision based on scientific principles affecting their personal or family well being. This process facilitates learning.

#### **Objectives:**

- To identify community health problem suitable for health education
- To identify health education services available in the community
- To plan, implement and evaluate impact of health education
- To target misconception related to health issue in the community.

#### **Activities:**

- Conduct health education at health institutions
- Conduct relevant health education while dealing with patient/client
- Arrange health education for different community.
- Create concept message, message and material for health education.
- Selecting appropriate materials and methods for health education.
- To provide health education based on individual's illness and/or needs.

### **2.16.3. Home Visit**

Most illnesses that force a patient to visit a modern medical practitioner have most of their determinant basis in the psycho-socio-cultural and economic environment. Dealing

with the patient at health care institution is part of the whole health care effort. During the home visit, the health team will see the patient/client in his living and working environment. They will get first hand information about the factors that determine health and disease.

**Objectives:**

- To create close relationship with communities and families
- To follow progress of illness
- To develop skills in family diagnosis, identifying problems and prioritization.
- To demonstrate new skills like home based management.

**Activities:**

- Prepare check - list to look at individual household
- Health team visits houses in different villages on a regular turn.
- Fill the check-list
- Provide treatment for minor illnesses; give health education on major health problems.
- Immediately refer cases with life threatening situations.
- Apply communication skill to create good relationship with people.
- Inform the community about events in which their participation is required.

**2.16.4. School Health**

By the time children reach school age, they have already passed most dangers but still more likely than adults to suffer from health problems. A child who is not well enough will not get the benefit of education.

**Objectives:**

- To conduct school health service at school.
- To provide health instruction to school community.
- To respond to health related questions



- To identify and prioritize health and health related problems in school including substance abuse and adolescent reproductive health
- To inspect school environment.
- To organize health service for school children
- To create and strengthen health and health related clubs and activities.

**Activities:**

- Team leader will arrange schedule for school health program.
- Topics for class room education will be selected by discussing with school administration and student representatives.
- The team shall inspect compound sanitation e.g.

- Lice control
- Communicable diseases
- Screening
- Steaming
- Treatment
- Patient referral

#### **2.16.6. Outreach**

It is a program carried out by a health team out side of the health institution at regular interval for communities usually living in the catchments area.

#### **Objectives:**

- To extend comprehensive community health services to people living at various distances from the health institution especially to women and children.
- To increase health service coverage in the catchments area

#### **Activities**

- Provide family planning service
- Vaccination for children and women of child bearing ages
- Growth monitoring
- Health education on pertinent health problems; promotion of health for infants, young children, pregnant women, lactating mothers, etc...
- Antenatal care

#### **2.16.7. Polyclinic**

The team in the polyclinic is expected to provide promotive, preventive, curative and rehabilitative services. In the polyclinic:

- The team can deal with conditions/illness that need more investigations and attention.
- The individual patient can benefit from inter disciplinary approach.

- Maintain team cohesiveness by dealing with individual and group patient /client problems.

**Objectives:**

- To maintain good relationship with patient client and his/her family.
-

### **2.16.8. Primary Health Care (PHC) program Evaluation**

Primary health care is an essential health

- Evaluation will be made at re

- Manage STIs and pay special attention to the prevention of HIV/AIDS using various approaches including formation of educating clubs.

#### **2.16.10. Health Institution Supervision**

Health service supervision is defined as a process for guiding, helping, training and encouraging staff to improve their performance in order to provide high quality health services.





### **2.16.12. Traditional Medicine**

Traditional medicine is described as the total combination of knowledge and practice, whether explicable or not used in diagnosis, preventing, or eliminating a physical, mental or social disease and which may rely exclusively on past experience and observation handed down from generation to generation verbally or in writing.

Traditional medicine, like western medicine, aims at healing or preventing disease. In this respect, both types of medicines have the same objective but they differ in their concept of the cause of disease, their approach to healing, as well as in the healing methods used.

#### **Objective:**

- To assess the community health care needs and the role of traditional practitioners in primary health care.
- To intervene and identify harmful traditional medicine malpractices
- To be aware of the roles of traditional medicine in the community

#### **Activities:**

- Get information about traditional healers.
- Identify the common traditional medicinal practices.
- Intervene on harmful traditional medicine malpractices.
- Identify the sources of knowledge and the medicine used by traditional practitioners.
- Know how traditional practitioners diagnose, treat and prevent disease.
- Train/educate the community and traditional practitioners on their health delivery and involvement of traditional practitioners on prevalent diseases, i.e. HIV, Malaria, TB, etc.
- Give feedback on important findings to the responsible bodies.

### **2.16.13. Environmental Health**

Environmental Health is the prevention of disease and promotion of health by eliminating or controlling the environmental factors, which form links in the chain of disease transmission.



**Objective:**

To promote health and prevent disease transmission through the participation of the community.

**Activities:**

- Numbering and mapping of village/town/
- Visit and inspect water source
  - Protection of water source
  - Maintenance of previously constructed springs and wells.
  - Sanitary survey of water source
  - Treatment of water
- Visit and evaluate waste handling of the community
  - Selection of waste disposal site.
  - Construction of disposal system
  - Evaluate collection and waste storage system.
- Visit and inspect individual and communal latrines
  - Construct model latrines.
  - Maintenance of previously constructed latrine.
- Visit and inspect eating and drinking establishments
  - Develop a check list
  - Prepare recording format for writing, problems, recommendation given, etc.
- Visit vector-breeding sites in the community
  - Carry out mosquito larva survey
  - Demonstrate different techniques of vector control
  - Mobilize the community to control vector.
- Visit and inspect local cottage industries, and other working areas where many people work.
- Conduct school health activities.
- Conduct home visit.
- Mobilize communities through health education.
- Conduct prison health service.
-

- Vector control method
- Personal hygiene
- Demonstration of steaming to control lice
- Health education
- Assess general sanitation of town /community/ institutions.
- Assess the sanitation of health center.
  - Infectious waste management
  - Construction of incinerator
  - Construction of placenta and stillbirth pit.
  - Sterilization techniques.

#### **2.16.14. Mini – Project (Small Scale Students’ Intervention Projects)**

Project is a piece of work that needs skill, effort and careful planning, especially over a period of time. A mini - project is a small project that will be devised by the health team to alleviate health and health related problems, which was identified during community diagnosis/community work.

Some of the characteristics of a mini-project:

- It is planned by a health team
- It will be prepared, implemented and evaluated within a short period of time.
- Most of the resources needed for implementation have to be found from the community, government sectors and non-government organizations working in that specified area
- It will try to solve the health problem(s) identified
- It involves active participation and contribution of all team members
- It is connected with prioritized public health problems
- It provides a means for collaboration between the teams and facilitators, community and other stakeholders

A common outline for a mini-project includes the following items:

- Establishing criteria and standard
- Selecting the project
- Locating and selecting resources

- Performing or implementing the selected project
- Writing the report
- Demonstrating, orally presenting and defending the project.

- Data processing
- Presenting the results
- Recommendation

#### **2.16.16. Presentations**

Presentation is the way in which something is said, offered, shown, explained, etc., to others. There are different activities, which should be presented in the health team.

- Filing

## **Reporting**

A report is useful to assess the factual knowledge gained by individuals and groups.

### **Objectives:**

- To develop reporting skill
- To develop the habit of on time reporting

### **Activities:**

- Writing the activities of the health team
- Submitting the reports to be documented
- Disseminates the information to concerned bodies.
- Give feedback to all stakeholders

# **UNIT THREE**

## **SATELLITE MODULES**

### **3.1. HEALTH OFFICERS**

#### **3.1.1. Introduction**

##### **1. Purpose**

This satellite module is prepared to equip health officers with knowledge and skill to be effective member and leader of health team. The module emphasizes only on areas that were not covered in the core module.

##### **2. Directions for using the modules**

- You have to study the core module before going through this satellite module.
- You are advised to refer to the core module whenever required.
- Read and understand the learning objectives.
- Do learning activity: case study
- Go through the satellite module.

#### **3.1.2. Learning Objectives:**

At the end of this module the health officer will be able to:

- Identify main tasks of the health officer in a health team activity.
- Know the importance of organizing a team
- Develop skill in coordinating and controlling health team.

#### **3.1.3 Learning Activity: Case study**

It was a small and remote town around the Semen Mountain, which is the coldest and the highest mountain in the country. The town has a health center with relatively good number of staff, budget and drugs.

In mid-February, 2005 the head of the health center received an urgent letter from one of the Peasant's Association from the other side of the mountain. The letter stated that many people were sick and were dying of unknown health problem and asked for help.

The head was shocked by the letter and immediately requested the nurse and the administrator to prepare for him some drugs and arrange means of transportation. When everything was ready, he started his trip on a horse back. He reached at the locality after 12 hours of difficult trip. He was exhausted but people could not allow him to rest because of the problem.

After sometime, he walked from tukul to tukul and tried to observe and examine patients. He started to provide anti-malaria drugs for 100 patients in two days but a number of them died after the treatment and many more patients were coming.

At the end of the day, he understood and found out that the outbreak was fatal and he could not make any conclusive diagnosis. This condition frustrated him and finally he decided to send a message to the health center.

### **Questions**

1. How do you evaluate the action taken by the head of the health center?
2. What could you do if you were the head of the health center?
3. What do you think is the problem?

### **For Team Roles and Behaviors**

Roles in the team clarify what behavior is expected from each member. For example, each team member is expected to:

- Attend and participate in all meetings,
- Help build the agenda,
- Help evaluate and improve the meeting process,
- Share experience and knowledge,
- Participate in team activities,
- Complete assignments on time,

- Apply the steps of the quality improvement process,
- Encourage other team members to participate.

Effective team members:

1. Support the team leader,
2. Help the team leader to succeed,
3. Ensure that all viewpoints are explored,
4. Express opinions, both for and against,
5. Compliment the team leader on team efforts,
6. Provide open, honest and accurate information,
7. Support, protect, and defend, both the team and the team leader,
8. Act in a positive and constructive manner,
9. Provide appropriate feedback,
10. Understand personal and team roles,
11. Bring problems to the team (upward feedback),
12. Accept ownership for team decisions,
13. Recognize that they each serve as a team leader,
14. Balance appropriate levels of participation,
15. Participate voluntarily,
16. Maintain confidentiality,
17. Show loyalty to the company, the team leader, and the team,
18. View criticism as an opportunity to learn,
19. State problems, along with alternative solutions/options,
20. Give praise and recognition when warranted.

In addition, some team members have special roles that are necessary to keep a team working towards completing its task: team leader, team recorder, and time keeper.

### **Team Leader**

He/she has the same responsibilities as other team members and also manages the administrative details of the team. He/she is involved with the team skills, the problem solving process and the content. The team leader:



- Prepares for meetings (scheduling, site location, etc.),
- Conducts meetings,
- Provides directions,
- Oversees assignments, and
- Ensures that meetings are documented.

The leader's role is not to make all the decisions but simply to lead the team through the problem solving journey:

**Effective team leaders:**

1. communicate,
2. are open, honest, and fair

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### **3.1.4 Activities**

Team building can promote motivation, morale and commitment. If one or two of the training team members are really motivated and committed, they can influence the others so that the program will be successful. The Health Officer, being responsible to handle matters related to the health team undertakes the following activities in addition to the activities listed in the core module.

#### **1. Community Diagnosis**

- Organize the team to make community diagnosis
- Select the health problem to be addressed
- In collaboration with other members of the team, make an action plan based on the identified problems and take action.

#### **2. Health Education**

- Plan health education at different levels using models
- Apply behavior change models in BCC
- Select the type of message to reach the target audience
- Provide basic patient education to improve quality of service and compliance

#### **3. Home Visit**

- Organize the team for regular home visit.
- Assess the health of family members at the household level.
- Make diagnosis of illness particularly among children and mothers
- Give preventive and treatment services, e.g. Vitamin A, for malnourished children and mothers.
- Give health education regarding health problems in the family and as to its possible cause and means of averting it
- Involve family members to encourage patients to comply with their treatment
- Hold group discussion in the village to encourage participation

#### **4. School Health**

- Organize the team to launch regular school health program.
- Screen children for disabilities that interfere with education, like; vision problem, and progressive hearing problem... etc.
- Screen children for health problems like trachoma, communicable diseases and others.
- Strengthen the school clinic to give regular service
- Identify materials /drugs/ that are important in the school clinic and communicate to the responsible bodies to make it available
- Establish a link between the school and health institutions in the vicinity for maintaining the service
- Organize different health clubs in the school.
- Identify pertinent health education topics in collaboration with other stakeholders.

#### **5. Prison Health Service**

- Plan, organize and conduct the activities at the local prisons
- Give health education
- Control outbreaks of diseases
- Screen for possible communicable diseases like relapsing fever, typhus etc.
- Promote personal hygiene and sanitation in the prison.

#### **6. Outreach**

- Organize the team for regular outreach services.
- Collect reports from other team members and hold meeting to discuss on issues of concern.
- Identify services that can be provided as outreach program
- Identify the places where you can provide outreach service.

#### **7. Polyclinic**

- Coordinate the team for polyclinic service
- Properly greet and create good relationship with patients

- Lead morning sessions
- Refer patients and accept referred patients without delay and give feed back to health worker who referred the patient
- Attend seminars organized by different organization regarding to new development in management of specific health problems
- Use clinical skill in identifying diseases and request relevant laboratory investigations
- Prescribe drugs using generic names
- Give proper information about the prescribed drugs.
- Consult senior /other professionals in area where his/her competency is not strong
- Assess the quality of services in the health facility
- Document patient records; report to the statistician for analysis

## **8. Primary Health Care Evaluation**

- Get acquainted with the PHC programs.
- Develop the skills of regularly evaluating health programs with team members.
- Involve all responsible people during evaluation.
- Discuss the findings with the local authorities.

## **9. Family Health**

Refer to the core module

## **10. Health Institution Supervision**

- Organize the team for supervision
- Refer to previous report of supervision results
- Develop check-list, in collaboration with other team members
- Conduct supervision
- Identify areas to be improved
- Praise health workers for activities which were done properly.
- Give feedback to health workers and institutions orally and in written
- Keep the result of supervision for future use



- Identify and prepare a record that has to be communicated/reported weekly, bimonthly, monthly
- Design proper surveillance system for detecting national and internationally notifiable diseases
- Keep copy of report for record
- Design format for different activity documentation
- Keep an eye on record office: Patient cards, Personnel files, etc.

## **3.2. NURSES**

### **3.2.1. Introduction**

The role of the nurse in a health team is to work integrally with the team and particularly giving attention to identifying the sick person for treatment and giving nursing care according to the case.

#### **1. Purpose and use of the module**

The purpose of this module is to equip nurse students with adequate knowledge and skills on how to work in team in general and particular roles in the team.

#### **2. Directions for using the module**

For better understanding of this satellite module, the nurses are advised to follow the following directions.

- Do the pretest in the core module
- Read and refer the core module carefully
- Evaluate yourself by doing post-test in the core module
- Understand the learning objectives of the satellite module
- Read the activities you are expected to perform.

### **3.2.2. Learning objectives**

For effective understanding of a health team work, the nurse will be able to:

- Define and describe team
- Describe his/her role in team
- Perform different activity in the outreach and in polyclinic session.
- Alleviate community health problems

#### **Activities**

In the health team program, most of the activities are performed in a team. Some of the main activities which need emphasis by the nurse are presented as follows:

## **1. Community Diagnosis**

In community diagnosis, nurses should use their theoretical and practical knowledge and skills that they have learned in class, demonstrations and wards. The nurses' special contributions in community diagnosis are identifying cases, managing minor cases, referring cases, give health education, etc...

## **2. Health Education**

The nurse can conduct health education in different places such as:-

- School
- Home visiting
- Community diagnosis
- Health institutions
- Public gatherings, such as churches, mosques, etc.

The nurses need to play important roles in demonstrating certain procedures to the mothers such as how to give ORS and how to prepare weaning foods.

## **3. Home Visit**

In home visiting, the nurse should be able to identify family problems or living conditions giving special attention to children and mothers, such as in:-

- Pregnancy
- Nutritional status of the child
- Vaccination of mothers and children
- Family planning services.

## **4. School health**

The team can investigate the school for different purposes. The nurse in the school health program gives special attention to screening of students for community health problems such as:

- Trachoma
- Scabies
- Parasites





problems and handle according to the nursing knowledge and skills they have learnt in basic nursing arts, ethics, etc.

The nurse should approach the patient/client and give special attention to nursing care in emergency situations and in the wards such as:

- Bed making
- Shaving and preparing patients
- Giving bed bath
- Morning, afternoon and evening cares.
- Admission and discharge cares, etc.

## **8. Primary Health Care Program Evaluation**

Refer to core module

## **9. Family Health**

Family health has the following components: Maternal care (antenatal care, delivery care, postnatal care, family planning, EPI), child care, adolescent reproductive health, violence against women, geriatrics.

For the detail refer to the core module.

## **10. Health Institution Supervision**

The nurse, as part of the team, should participate in the supervision of health care institutions. To conduct this activity the nurse need to:

- Have a checklist for supervision
- Identify the areas which should be supervised
- Give feed back to the health workers, the concerned bodies and institutions.

## **11. Epidemic/Outbreak Investigation**

The nurse is one of the main team members in controlling outbreaks. Therefore, in order to carry out these with competency, the nurse should:

- Give health education on how to control epidemics
- Collect information about epidemic outbreaks

- Detect and report priority diseases
- Characterize epidemics in terms of person, place and time.
- Confirm the existence of epidemics
- Make spot map/sketch map for epidemic distribution
- Communicate with local administration for support and cooperation

## **12. Traditional Medicine**

Refer to the core module

## **13. Environmental Health**

Refer to the core module

## **14. Mini - Project**

**Refer to the core module**

## **15. Research**

Requires involvement of the nurse in:

- Topic selection
- Proposal presentation
- Data collection
- Data processing and write up.

## **16. Presentation**

This involves:

- Giving or participating in seminars
- Giving or participating in tutorials.

## **17. Documentation and Reporting**

These include:

- Documentation
- Recoding
- Have a format for different activities and document properly.

- Report all activities daily, monthly, quarterly and annually for the respective bodies
- Keep the document properly.

## **3.3. ENVIRONMENTAL HEALTH PROFESSIONALS**

### **3.3.1. Introduction**

#### **1. Purpose and use of the module**

The main purpose of this module is to equip the learner with knowledge and skill required to work in health team to prevent disease transm

## **Questions**

1. What health professionals should be included in this team?
2. As environmental health worker, what will you do for patients in the health center?
3. How do you prevent transmission of relapsing fever at the inpatient department?
4. Do you think a health team should go to the prison and visit the prisoners?
5. If your answer for question number four is yes, as team member what will you do for the prisoners?
6. What interventions will you take in order to prevent the occurrence of such a problem again?
7. Do you think health education is necessary for the policemen/guards at the prison related to the problem arise? Why?

### **3.3.4. Roles of environmental health professionals in health team work**

#### **1. Community diagnosis**

Environmental health professionals will carry out the following activities during community diagnosis.

- Mapping and numbering of study area.
- Preparation of questionnaires related to environmental health.
- Data collection and analysis.
- Dissemination of information to the concerned bodies.
- Based on the findings, prioritize the problems.
- Designing action plan for the prioritized problems.
- Carrying out intervention based on the action plan.
- Monitoring and evaluation of the out come of intervention.

## 2. Health Education

Usually Environmental Health professionals are assigned to coordinate health education service at health center level in Ethiopia. As a program coordinator, the responsibilities of environmental health professionals are:

- Consulting different professionals in the health center to select health education topics.
- Arrangement of time and space to conduct health education.
- Assigning individuals for the selected topics
- Preparing program or schedule for health education.
- Monitoring the program
- Prepare Registration Books

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- Evaluation of classrooms (ventilation, lighting, cleanliness, overcrowding, arrangement of chairs and tables, space between chairs, distance of black board from the last chairs, etc.)
- Inspection of sanitary facilities.
- Inspection of waste disposal systems.
- Encouraging establishment of environmental health club in the school.
- Health education

## **5. Prison Health**



## **7. Polyclinic**

Activities may include:

- Giving health education for patients and their families related to their cases
- Participate and evaluate in campus sanitation.
- Participate and evaluate in sterilization techniques.
- Evaluation of prevention of diseases transmission from inpatient and outpatient departments.

## **8. Primary Health Care Program Evaluation**

As a team member, environmental health professionals should evaluate the following:

- Sanitation coverage of the community
- Percentage of access to excreta disposal
- Percentage of access to safe water
- Prevalence and prevention of occupational injuries
- Vector control measures
- Food service establishment inspection.

## **9. Family Health**

Refer to the core module

## **10. Health Institution Supervision**

The activities include:

- Evaluation of sterilization technique
- Inspection of compound sanitation
- Inspection of waste management system
- (Infections waste and other waste)
- Evaluation of sanitation facilities such as incinerator, placenta and stillbirth pits, toilets, controlled dumping, etc.
- Evaluation of housing condition
- Give valuable feedback



- Record of disease related to sanitation such as, food born, water born, vector born, etc.
- Record of activities performed.

## **3.4. MIDWIVES**

### **3.4.1. Introduction**

#### **1. Purpose and use of the module**

The ultimate purpose of this module is to help midwives to effectively participate and execute roles in health team so as to identify, plan, implement and evaluate health and health related problems of a community. It emphasizes areas not touched by the core module.

#### **2. Direction for using the satellite module**

For better understanding of this satellite, midwives are advised to follow the following directions.

- Do the pre-test in your satellite module, i.e. 3.4.3
- Read and understand the core module thoroughly before you go to the satellite module.
- Read the satellite module and evaluate your self by doing learning activity exercise
- Compare your result with the answers given.

### **3.4.2. Learning objectives**

After going through this satellite module, the midwife is expected to

- Have a clear idea of his/her own job and how it relates to the works of others,
- Maintain good relationship with team members,
- Identify reproductive health components and design method to achieve them,
- Identify activities of health center team and his/her objective in each activity,
- Participate in identifying, analysis, planning, intervention, evaluation, and reporting of community health problems.



#### **3.4.4. Learning activity: Case study**

The following report was heard from the annual report of Meket woreda.

- The police station reported the main pr

## **2. Health Education**

The midwife will be involved in individual and group health education.

A midwife should equip him/her self with good communication skills and knowledge of his/her audience and his/her subject matter. The role of the midwife will be:

- Plan, organize and conduct group or individual health education with the team
- Get involved in topics of family health and other topics where his/her expert skills are required.
- Give effective counseling in family planning and VCT centers.

## **3. Home Visit**

As women are happy and responsive when served in their home, the role midwives play in home visiting are the following:

- Prepare check-list and midwifery bag.
- Conduct ANC examination
- Conduct postnatal care
- Conduct home delivery
- Assess and check women's family planning or ANC card, children's immunization card.
- Refer high-risk mothers.
- Follow up defaulters of EPI, family planning, ANC.
- Check nutritional status of mothers and children
- Assess housing, environmental and socio economic status of the family.
- Assess and manage illness in collaboration with other team members.
- Assess KAP of mothers/family members identify intervention areas, specially give health education on Nutrition, family planning and other Reproductive health concerns.

## **4. School Health**

There are various important areas in school health that the midwife can actively be involved as a member of the team. Schools are best places where adolescents can be found in group. So a midwife with his/her team members can





The role of midwife as a team member in polyclinic activity of the team will be dealing with the above areas as sub-group to provide diagnostic and management services.

- Give individual health education or group health education
- Participate effectively with other areas of the team activity for example compound sanitation, drug dispensing, and so on.
- Give nursing care after assessment, diagnosis, implement and evaluate nursing care using the nursing process and different models as a frameworkr example compound m

- Strategic management which takes into account contraceptive demands, public and political support, the logistic and supply system etc.
- Effective IEC
- Collaboration with private sector

### **C. STIs and HIV/AIDS**

- IEC
- Condom distribution and social marketing
- STI and HIV management
- Syndromic management of STI
- Management of opportunistic infection
- HIV counseling and screening
- Partner notification

**D. Abortion care:** management, including post abortion counseling and care.

**E. Infertility counseling and management including referral**

**F. Women empowerment /gender violence**

**G. Men involvement**

**H. Newborn care**

**I. Adolescent RH**

**J. Geriatric health**

**N.B. Please refer to WHO Reproductive Health Manual and Mother Baby Package for more information.**

### **Roles of Midwife in Family Health**

A midwife with his/her concern to family health can be a good facilitator/leader of the team in family health activities, with team members design strategies to address reproductive health components

For example: - Peer group education, Youth friendly centers, ARH clubs at school and out of school, community based ARH, etc.



#### **14. Mini - project**

After completing community diagnosis, the team may design mini- projects.

The role of the midwife will participate in

- Identifying health concerns which need mini-project
- Planning
- Implementing
- Evaluating
- Reporting of mini-project

Midwives can design the following mini-projects:

- Training and or establishing TBAS, Anti-AIDS clubs, reproductive health clubs, etc.
- Training junior nurses on components of RH services.
- Condom promotion, etc.

#### **15. Research**

A midwife with his/her team members should actively be involved in research, starting from topic selection to write up and giving recommendations or proposing implementations. The following areas could be good topics for midwifery research, HIV/AIDS, abortion, ANC quality evaluation and determinants, adolescent reproductive health etc...

#### **16. Presentations**

A midwife should participate in

- Designing topics for seminars and tutorials
- Present seminars and tutorials required by the team according to the selected topics.

#### **17. Documentation and Recording**

The midwife is required to keep records of observations and decision made such as cares given out, medications, or any other records of her/his clients.

- Should report all necessary information to the team, team leader, or any stakeholders
- Serve as a reporter or record keeper if selected by the team.

## **3.5. MEDICAL LABORATORY TECHNOLOGISTS**

### **3.5.1. Introduction**

#### **1. Purpose of the module**

This module helps laboratory technology students to know their specific tasks and roles in the health teamwork, with particular emphasis on the laboratory investigation of various infectious and parasitic diseases.

The module is prepared with due consideration of the task, role and responsibilities of laboratory technologists and all types of laboratory workers.

#### **2. Direction for using the satellite module**

For a better understanding of this satellite module, the laboratory technology students are advised to follow the following directions after going through the core module

- Read and understand the learning objectives
- Do the learning activity: case study
- Go through the satellite module

### **3.5.2. Learning objectives**

After the students have studied this satellite module, they should be able to:

- Know the concept of laboratory diagnosis in health team work
- Describe the procedures of collecting, labeling and handling of specimens in major

### **3.5.3. Learning activity: Case Study**

Kola Diba is a small town, which is situated 30 kilometers far from Gondar town. A village, which is about 12 kilometers far from Kola Diba, had an outbreak of malaria. As a result many people were affected. So the health team from Kola Diba health center decided to go to the area to control the epidemic and prevent further occurrences of cases. Unfortunately, important facilities and supplies were not available in the village health post.

Based on the above information, answer the following questions.

1. How do you alleviate the problem with the health team members?
2. There was no light in the locality, how do you investigate the malaria parasites?
3. If it is difficult to get solar microscope and rapid test like immunochromatography tests, what are the steps/measures that you would take?

### **3.5.4. Role of Medical Laboratory Technology in Health Team**

Laboratory tests are useful tools for public health because they can support or confirm diagnosis. Even well trained and experienced health professionals may be unable at times to make the correct diagnosis since there are several diseases with the same or similar signs and symptoms. Therefore, proper laboratory service increases the likelihood that the diagnosis is correct, and the public health action will be efficient and appropriate.

As a member of a health team, medical laboratory technologists are expected to perform the following activities:

#### **1. Community diagnosis**

In community diagnosis, the medical laboratory technologists make large contribution in identifying community health assessment needs by:

- Data collection
- Data analysis
- Interpretation
- Feedback and action plan development.



- Investigating:
  - Diarrhea, if any
  - Anemia to evaluate nutritional status of the community
  - Water pollution
  - Evaluating pregnant women for anemia
  - Malaria epidemic
  - Relapsing fever, etc.

## **6. Polyclinic**

The roles of medical laboratory technologists in health center polyclinics are encompassing and include investigations:

- Blood films
- Hematocrit reading/Packed cell volume determination
- White blood cell count
- Differential for white blood cell
- Hemoglobin determination
- Stool examination
- Urine analysis
- Blood glucose determination
- Gram stain
- AFS
- Widal test
- Weil – Felix test
- VDRL /RPR/TPHA test
- Determine/Capillus for HIV test
- Blood Grouping
- Cross matching
- Specimen referral such as
  - Water for bacteriological analysis
  - Stool for culture





- Blood film for haemoparasites
- Urinalysis
- Stool for bacteriological and parasitological investigation
- Gram stain
- Referring specimens etc.

### **11. Traditional Medicine**

- To give health education for the traditional healers.
- To refer traditional medicine for investigation in higher laboratories, like the National Research Institute of Health in collaboration with the health team and the faculty.

### **12. Environmental Health**

The medical laboratory technologists make large contributions in collaboration with the health team with special focus on:

- Health education
- Survey, if any need, in specific locality
- Case detection
- Training of community health agents
- Proposing construction of pit latrine based on parasitological survey findings, etc.

### **13. Mini - Project**

The following can be taken as mini-project for the team

- Parasitological investigation for school children
- Evaluating anemia in pregnant women at specific locality
- Prevalence of anemia in under five children...etc

### **14. Research**

The medical laboratory technologist can do different researches based on the problems of the local area, for instance, prevalence and risk factors of malaria, other parasites and determination of hemoglobin among pregnant women in specific area, etc.

## **15. Presentation**

Depending on the type of health problem identified in the community, seminar topics would be selected every week during the team training programme time to be presented by health team members from each category. For example, if the seminar topic for the second week is malaria, then the medical laboratory technologists are expected to present the diagnostic aspect malaria species and other related issues. In addition to seminar, presentations and tutorials, morning sessions and case presentation can be arranged to be given. Therefore, the aforementioned activities could be presented by

## **3.6. PHARMACISTS**

### **3.6.1. Introduction**

#### **1. Purpose**

This satellite module is prepared for pharmacists. The satellite module stresses on equipping the role of the pharmacists in the health team activities with knowledge on problem identification and solving, managing drugs and other related issues in their carrier.

#### **2. Directions for using the satellite module**

Students must study the core module before going to the satellite module.

- Read and understand the learning objectives
- Do the learning activity: case study
- Go through the satellite module

### **3.6.2. Learning Objectives**

After completing this satellite module activity, the pharmacists should be conversant with and able to:

- a) Identify their main roles in the health team
- b) Know the extent of traditional medicinal use coverage in the community with the health team
- c) Perform different activities with the health team such as
  - Increase awareness of the community on the harmful effect of drugs/substances abused from recent and previous scientific research findings/information
  - Increase awareness of health and non-health professionals on irrational use of drugs at the health delivery institutions
  - Understand and practice in managing drug supply at health institutions

### **3.6.3. Learning Activity: Case Study**

North Gondar Zonal Health Office undertakes health service supervision two times a year to government and private health service institutions within the zone. A team (task force) was formed and departed from Gondar town for supervision. When the task force supervised Dabat Health Center, which is found in Dabat District, 75 km away from Gondar town to the north; in the pharmacy department the following findings were reported by the team:

- Presence of expired drugs in the dispensing area and store
- Frequent shortage of drugs in the health center
- The pharmacist is working both as store keeper and dispenser
- Presence of narcotic and psychotropic drugs in the pharmacy shelf/dispensary areas
- All types of prescriptions are handled by the record keeper

#### **Questions:**

- Who should be involved in the health service supervision?
- Discuss the main shortcomings of the above-mentioned findings and their solutions.

### **3.6.4. Role of Pharmacists in the Health Team Activities**

The main roles of pharmacists in the health team are in providing drug information, selecting, quantification and dispensing of drugs. In addition, controlling or giving feedback on irrational prescription and administration of drugs by the members of health team. They provide health education on proper/rational use of drugs by patients and the community. Some of the roles and contributions of pharmacists in the health team are described below.

#### **1. Community Diagnosis**

The main role of the pharmacists in the community diagnosis activities of the health team is in identifying the main community problem in relation to drugs and drug related issues. To do such activities the following procedures could be considered:

- Data collection
- Data analysis
- Interpretation

- Feedback and action plan

## **2. Health Education**

The pharmacy personnel provide health education on drug and drug related issues to

## **6. Outreach**

Based on information provided from other health team members and other sectors in the outreach sites; the pharmacists can do the following activities to accomplish the health team objectives:

- In selecting drugs,
- In providing proper storage conditions,
- In quantification and dispensing of drugs,
- In evaluation of proper labeling, packaging and expiration and manufacturing date of the already industrially manufactured drugs.
- In evaluating use of traditional medicines.

## **7. Polyclinic**

The role of the pharmacists in

- To evaluate the type and number of personnel in the pharmacy department (dispensing)
- To evaluate premises of the pharmacy (appropriate areas/rooms for storage, dispensing, compounding)
- To evaluate equipments and facilities required for proper storage, dispensing, compounding, drug inventory control.
- To evaluate the practices of pharmacy: proper dispensing, labeling and packaging, documentation, record keeping and reporting
- To evaluate the proper handling and disposal of drugs and medical supplies unfit for use/sale

### **11. Epidemics/Outbreaks Investigation**

The role of pharmacists in the epidemic investigation activities of the health team could be:

- Selecting and dispensing emergency drugs to the community (epidemic area).
- Proper emergency drug utilization and quantification based on their demand.

### **12. Environmental Health**

Pharmacists contribute much in collaborating with health team members on environmental health issues of the community. The activities would be the following:

- Identifying chemicals used for environmental health
- Education on proper use of these chemicals and
- Proper storage, distribution and utilization, etc.

### **13. Traditional Medicinal Practice**

Refer to the Core Module

### **14. Mini-Project**

The following activities would be taken as mini- project for the team:

- Drug utilization pattern in the health institutions
- Investigations on the degree of substance abuse in the community



- Traditional malpractice identification and preventive actions
- Drug/Substance Abuse

The role of pharmacists in the health team concerning drug/substance abuse:

- In giving an introduction on definition and impact of drug/substance abuse, dependence and addiction in the community.
- In identifying the main risk factors that directs the community to abuse drugs/substances
- In coordinating the health team in identifying common drugs of abuse in the community on gender, age and educational bases
- In coordinating the health team in managing drug abuser and dependents
- In searching the source/root and distribution line of drugs that are commonly abused
- In running community education on the basis of major findings on prevention, treatment and withdrawal of dependent/addicted individuals

- Managing Drug Supply

The roles of the pharmacists in the health team in proper drug utilization are:

- In identifying irrational prescribing practices
- In providing good dispensing practice
- In encouraging appropriate dispensed drug use by patients through education
- In preparation of essential drug list for specific health institution. Hence, minimizing procurement of drugs that are not very essential, etc.

## **15. Research**

Refer to the core module

## **16. Presentations**

Refer to the Core Module

## **17. Documentation and Reporting**

Refer to the Core Module



### 3.7.3. Learning Objective

At the end of this satellite module, the HSEWs will be able to

- Define what team and health team are
- Appreciate the difference between group and team
- Understand the advantages of working in team
- Understand and properly apply the skills used in health teamwork.
- Identify her/himself as a member of the health team.

### 3.7.4. Definition of Terms

**Team** is a small number of consistent people committed to a relevant shared purpose with common performance goals, having complementary and overlapping skills.

**Health team** is a group of people who have a common goal and common objectives, determined by the community health needs, to the achievements of which each member of the team contributes, in accordance with his/her competence and skills and in accordance with the function of others.

**Group** is a collection of two or more individuals interacting and interdependent, which have come to achieve a particular objective.

The terms” **Group and Team**” are not synonymous (same).

#### **Team versus Group**

Basically a group is collection of individuals who come together for a joint effort but whose outcomes rely primarily on individual contribution of its members. On the other hand a team has members who work collectively in a way it magnifies the group’s impact, above and beyond that generated only from individual effort. More specifically we can see differences in the following table.

**Team approach** is defined as the way that management attempts to bring about balance among the different people concerned. Well developed and efficient teams are those that can quickly evaluate a complex situation and decide how to state the

problem, so the members of the team can use their skills to focus on an integrated approach.

### **3.7.5. Advantages of team work in health care setting**

- Increases performance of tasks
- Increases responsibility among members
- Frees busy managers for priority decision
- Creates higher job satisfaction among health workers

### **3.7.6. Role of a Health Team**

A Health team exists for the community. The community has health needs and it is the function of the health team to respond to those needs. No one person can acquire all the necessary skills, or have enough time, to do everything that must be done to satisfy the health needs of even a small community.

The aim of a community health team must be to help communities attain and maintain health by means of essential or primary health care.

Primary health care is essential health care made universally available to individuals and families. It includes those services that promote health such as keeping a clean environment, basic education in health, good water supply, care of women, nutrition, immunization and early treatment of disease, with provision of essential drugs and control of major public health diseases including HIV/AIDS, TB, and Malaria. The success of such service, however, depends on active participation or involvement of communities and individuals. Health team has an essential role in such services but could not alone ensure their success.

Members of a health team should work closely with workers from other sectors concerned with community welfare and development, such as teachers, agriculture extension workers, community development workers, religions leaders, etc.

**A health team must**

- **Understand and communicate with the community**
- **Encourage community participation in identifying problems and seeking solutions**
- **Work with the community.**

**3.7.7. Activities of a Health Team**

A community health team, while working with in a specific community, needs to take part in the following activities by itself or involving others.

## **2. Health Education**

- To identify major health problems with in a family.
- To demonstrate preparation on nutrition education and oral rehydration therapy.
- To follow progress on change of behavior.

### **Activities**

- Prepare check-list and use while making visits.
- Regularly follow families for improvement.
- Provide education on basic sanitation, family planning, nutrition and oral rehydration therapy including cereal based oral rehydration therapy.
- Advocate on exclusive breast feeding in the first six months of infant life.
- Refer patients to health posts and health centers.
- Create good relationship with families.
- Announce events in which the family's participation is required.
- Advise pregnant mothers to attend antenatal care.
- Advise mother to get FP services.

## **4. Outreach**

Certain health program services are designed to reach people even outside of health institution. Health institutions provide these services regularly to different communities therefore HSEW working in the community need to be part of this service.

### **Objective**

To mobilize segment of the community to get the health service program.

### **Activities**

- Announce to the community on date of immunization
- Register children who are legible to get vaccine
- Communicate with pregnant women so that they will get immunized and they would be followed at ANC.

## **5. Family Health**

To maintain the health of the family; ANC, Postnatal care, FP, EPI, Adolescent care, and STIs should be provided.

## **Objectives**

- Identify family health problem.
- Alleviate family health problem.

## **Activities**

- Implement different component of family health seminar at community level
- Advise mothers on exclusive breastfeeding in the first 6 months of infant life.
- Distribute different contraceptive methods to needy mothers.
- Provide HE in different activities
- Distribute condoms

## **6. Environmental Health**

The health of the community can only be mentioned if the environment on which they live is safe; community can be mobilized to deal with problems in the environment.

### **Objective**

To promote health and prevent disease by having safe environment through community participation

### **Activities**

- Visit and inspect water source of the community.
- Get involved in protection of water sources.
- Visit and evaluate waste handling of the community.
- Select waste disposal site.
- Maintain previously constructed latrines.
- Assist the community in construction of latrines.
- Mobilize the public to control vectors and rodents.
- Etc.

## **7. Documentation and reporting**

Every activity undertaken by community health team needs to be documented and communicated with other responsible bodies. It should be regular and clear.



## Objectives

## **UNIT FOUR**

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## UNIT FIVE

### ANNEX

#### ANNEX I. Answer Key for the Pre-test of the Core Module

1. d
2. b
3. a
4. e
5. e
6. e
7. b
8. c
9. a
10. e
11. b
12. c
13. d
14. e
15. e



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