JOHNS HOPKINS
BLOOMBERG
SCHOOL of PUBLIC HEALTH

A SAMPLE TRAINING GUIDE

A SHORT COURSE FOR VILLAGE HEALTH WORKERS IN DETECTION, REPORTING, TREATMENT AND PREVENTION OF GUINEA WORM DISEASE

[A training guide puts together in text form all the information needed by trainers to put on a training session. The sample one-page training plan can be appended to a training guide but the guide itself is of paramount importance because it gives detailed instructions of how to prepare for a session and how a session will be run, in particular its sequencing.]

OBJECTIVES

At the end of this session, village health worker will -

1) state the case definition of guinea worm as a white threadlike worm emerging from an ulcer on a person's skin.
2) list the steps to be taken to find out who in the village has guinea worm disease and how to report the cases.
3) describe and demonstrate the care and assistance to be given to a person who has guinea worm.
4) mention self-help measures that the village and individuals can take to prevent guinea worm disease.

OVERVIEW

While this session will focus on all aspects of guinea worm control, its main emphasis will be on helping villagers to distinguish a new, active case of guinea worm. Participants will be given a chance to air their views on case presentation, which will be compared and differentiated with the case definition used in the National Eradication Programme. Their ideas will be sought on how they can find new cases quickly and the importance of prompt reporting. Traditional treatment practices will be reviewed and suggestions given on how to keep the wound clean. The need to recruit healthy persons to help the sick one collect water will be stressed. Other preventive actions at the village level will be outlined including home made cloth filters and a cooperative village well.

PREPARATION

Trainers should have arranged a venue and time for the training at the nearest farm market to the cluster of villages. This should be done in consultation with market leaders. Some markets have meeting houses and others have schools. Arrangements for seats should be made. If a school is used, check that the room has a chalkboard. Bring your own chalk. If no board is available, bring flipchart paper and markers.

Through advance village and market visits, the organizers should have guided members of each catchment village to select their volunteer village representatives/volunteers to participate in the training. A list of these volunteers should be compiled in advance and used for registration purposes and attendance taking.

The organizers should also have studied the local market structure and schedule and

decided on a day when market attendance would be high and a time of day when participants would be free to attend (e.g. after they would have sold their produce).

A training handout or pamphlet in the local language is needed that illustrates the main points of the session. Adequate numbers of pamphlets should be brought to the venue. Note that market leaders and other opinion leaders in the surrounding communities may desire copies of the pamphlet. Since not all volunteer will be literate, be sure to draw attention to interpreting the pictures and associating them verbally with the instructions in the pamphlet. The table below outlines the basic contents of a pamphlet - draw/develop one that fits your local setting

Page	Pamphlet Content	Picture
1	TITLE: Guinea worm Recognition, Care and Prevention "Guinea worm, don't attach me!"	Man seated with guinea worm coming out of his right leg
2	(locally perceived signs) "People in this area believe that guinea worm is ready to attack when they see these signs - rashes, itching, stinging, fever, body pain, swelling"	Two men - one with rashes all over his body, one with a bid swelling on his leg.
3	(nationally recognized case definition) "There is only one definite sign of guinea worm disease that cannot be confused with another disease - a white threadlike worm coming out of a sore on the skin."	A woman seated with left leg elevated. Guinea worm is emerging from above the ankle.
4	(finding people who have the disease) "Village representatives should find out who has guinea worm. Visit homes. Ask friends. Watch who limps and who stays at home instead of going to farm or market."	A miserable looking man within guinea worm on his leg seated in front of his hut while his neighbour without guinea worm has hoe and cutlass in hand, heading to work on the farm
5	(stress the need to check on everyone) "Ask about everyone - men, women, children and farm labourers. Look at the sore to make sure it is guinea worm."	A woman with guinea worm on her leg is seated. The village representative have some to greet her and inspect her guinea worm ulcer.
6	(preventing pond contamination) "If someone has guinea worm, tell her to keep the sore clean. Help her collect water so that she does not wade into the pond with the guinea worm."	Women is seated with bowl of water and cloth, cleaning her ulcer. A child is carrying a bucket of water on his head to help her.
7	(Reporting process) "Village Representatives should find the guinea worm programme worker on the next market day and report all new cases of guinea worm	Market stall with yams and tomatoes. Guinea worm programme representative on his motorcycle and village representative reporting to him.
8	(preventive measures) "Prevent guinea worm by filtering pond water through a clean cloth. Organize the people to did their own well."	A community well and a women pouring water from a bucket into a water pot that is covered by a cloth filter.

Trainers will also need to prepare simple information/messages in advance on a chalkboard on flipchart paper as noted under appropriate sections in this guide. Bring tape and tacks for posting these.

Training should be a team effort. Trainers need to decide in advance who will be responsible for delivering each section of the session and practice this. Also they will need to divide logistical responsibilities including posting flipchart paper, taking attendance, and recording trainee comments and questions. One person should record the comments and questions on paper for later review by the programme staff, while another should write trainee ideas and contributions on the chalkboard or flipchart.

PRESENTATION OF TRAINING CONTENT - SESSION GUIDE

1. Introduction . . . . . 15 minutes

Welcome all participants. Introduce the trainers. Point out clearly the guinea worm programme field workers who are assigned to this particular area. Ask participants to introduce themselves and state the village that they represent.

Briefly explain the purpose of the overall programme - quick identification of new cases of guinea worm so that communities can take prompt action to prevent its spread.

Also explain that the participants assembled here have responsibility for -

1) quickly finding any people who have a newly emergent guinea worm

2) reporting that case promptly to the field worker at the next market day

3) organizing villagers to prevent the spread of the disease

Note that in some villages no one has guinea worm at this present time, but we have to be vigilant because the disease can spread easily if someone is careless.

Explain that this programme of guinea worm case detection and control will last until there is no more guinea worm coming out of people's body in this district. Later, if people are interested in learning about other locally endemic diseases, plans will be made for additional training. Hand out copies of the pamphlet to all present.

Ask participants is they have and questions and concerns before proceeding further. The recorder should be sure to take detailed notes on all of these questions and concerns.

2. Recognition of Guinea Worm . . . . . 30 minutes

Brainstorm: Explain that we can not hope to report and control a disease unless we know how it presents itself. Ask participants to mention ways by which they know if someone had guinea worm. Write their answers on a chalkboard or flipchart. Do not criticize and responses. Encourage everyone to give his/her ideas. Review all the ideas and ask

participants to share their own experiences with these signs and symptoms.

Refer participants to pages 2 and 3 of the pamphlet. Ask people to comment on the pictures. Ask someone to read aloud the captions.

After the brainstorming and the review of the pamphlet, comment that while there are many ways that guinea worm might affect people, there is only one way to be sure it is guinea worm. Give the example of rashes. Ask people what other diseases have rashes. Mention swelling on the body. Ask people what other diseases may cause swelling. Explain that guinea worm is the only disease in which a white work comes out of the skin, and that therefore, this is the best sign to be sure that a person really has guinea worm.

Also explain that when guinea worm comes out of the skin, this is the most dangerous time to the community. The guinea worm that is sticking out of the skin can drop its 'eggs' in the water when people wade into the pond. Then other people who drink the water with the guinea worm 'eggs' can get the disease too.

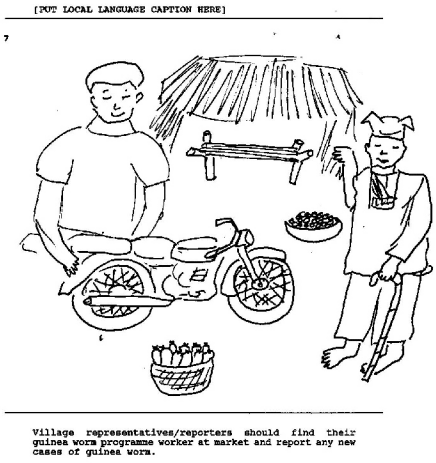
Since this idea about disease spread differs from many local beliefs, ask the participants to give their own comments and ask questions. Respond in a respectful way. The recorder should make note on paper all the issues that are raised for further consideration by the programme implementers, and this may give information on barriers to proper reporting.

Explain that it is the most important job of the village representative/volunteer to let the guinea worm programme field worker know as soon as someone in the village has a new guinea worm coming out from his/her skin. Note that the other signs and symptoms people mentioned earlier may or may not signal that a guinea worm is there. The representatives should keep close watch on people who complain of these other signs, and as soon as a guinea worm comes out, report the case.

3. <u>The Reporting System</u> . . . . . 15 minutes

<u>Brainstorm</u>: Ask participants to give suggestions on the best way to find out who in the village has guinea worm. Write each idea on the chalkboard/flipchart. After all ideas are exhausted, discuss each one. Ask the participants if they think the idea is reasonable and feasible in their own village. Ideas should include items like visiting homes every morning, asking after friends and neighbours who not seen walking about in the village, and watching to see who limps. If these are not mentioned, add them to the list.

Emphasize that it will be necessary to check often, may be once a week. Note that we must check on everyone who lives in the village-adults and children and farm labourers. If



Village representatives/reporters should find their guinea worm programme worker at market and report any new cases of guinea worm.

there are some migrant cattle rearers nearby who share the village pond, we must also check if they have guinea worm.

Stress the need for the reporter personally to see the case of guinea worm and make sure a worm is actually coming out. He/she should report the case only if a worm is seen coming out.

Explain that the market reporting system is designed to be convenient for the village reporters. The village should chosen someone who usually goes to market regularly. It is during these normal visits to market that the representatives will see the field workers and make their reports. The reporting will be quick and simple, so that the reporter will not be distracted from normal market duties.

It is very necessary to report every time, even if no one has guinea worm.

Explain the schedule of report days. Announce at this time the date of the first reporting day and repeat this at the end of the session.

Tell the representatives that their job is very important for the control of guinea worm. If for some reason they cannot come to market on the regular reporting day, they should send a message about who has guinea worm through their wife, husband or another responsible person.

Write the following on flipchart paper and post and read:

Representatives should be:
1) Regular
2) Accurate
3) On time

Ask participants to discuss each of the three points on the flipchart abd give their own ideas how they can guarantee that they meet these responsibilities.

Refer to and seek comments on pages 4, 5, and 7 in the pamphlet. As before, get comments on the pictures and have someone read the captions.

Ask the field workers assigned to that particular market to stand again and be recognized.

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Now open the floor for discussion about possible problems and seek suggestions about how to solve them. Write all suggestions on chalkboard or flipchart paper. Some examples of problems may include the following (mention these if they are not raised by the group):

1) What if people are not at home when you check them?
2) what if people refuse to talk to you?
3) what if you cannot go to market yourself?

Summarize this session by asking participants to state again the procedures for case detection and reporting.

4. Helping the Sick Person . . . . . 45 minutes

Refer to page 8 in the pamphlet and ask for comments and reading of the caption. Ask for general questions and comments on prevention of guinea worm.

Demonstration: Assemble for all to see the following: a jug of clean water, a plastic bowl, some dettol or other antiseptic solution, salt, hand soap, clean towel, clean strips of cloth, clean cotton wool. Hold and name each of these items so all can see.

Explain that the village representative can help prevent tetanus and other diseases from entering the guinea worm if he/she teaches the person with guinea worm how to clean the ulcer at least twice a day.

Ask for a volunteer from the group to come forward and play the guinea worm patient. Take cellotape and attach a small piece of string to the person's leg to resemble a guinea worm. Then perform the following steps of the demonstration, explaining what you are doing and why for each step. Be sure that everyone can see what you are doing. Participants may gather around.

1) wash hands with soap and water, dry with clean towel
2) pour about a beer bottle of water into the bowl
3) pour a cap of dettol in the water
4) break off and drop six pieces of cotton wool into the dettol water
5) pick the pieces one-by one and squeeze lightly to remove excess solution.
6) clean the ulcer by rubbing lightly from top to bottom only first on the left and then on the right side of the ulcer until all six pieces are used.
7) dispose of used pieces in a nylon bag
8) take another clean piece of cotton wool and position over the ulcer.
9) tie it in place with a slean strip of cloth
10) instruct the 'patient' not to go into the pond at all until the guinea worm has come out fully
11) tell the patient to clean the ulcer every morning and night
12) ask the patient who lives in the house or nearby who can help him/her collect water.

Ask for volunteers to repeat the demonstration. Allow time for several teams to practice.

If the guinea worm is causing pain, the person may take pain relieving drugs. Aspirin is

cheap and effective for adults, but dangerous for children. Children can take small doses of paracetamol tablets.

Finally the sick person needs help doing household chores. Family members and neighbours should try to help. The most important help is for a healthy person to help collect water for the one with guinea worm. If the sick person puts her leg with guinea worm in the pond, the worm will expel its eggs into the pond and other people will drink these and get sick.

Refer to page 6 in the pamphlet. Get comments on the pictures and sk someone to read the words.

5. Preventing Guinea Worm . . . . . 20 mintes

Note that we have just described one way of preventing guinea worm by keeping people who have the disease out of the pond. Ask participants to mention other ways to prevent the disease.

Story: Tell the educational **story** about two farming families and their experience with filtering water and guinea worm disease. Be sure to ask the discussion questions at the end of the story.

Now explain that the best way to prevent guinea worm is to make sure that the village has a good supply of clean water. Give examples of villages that have worked together to dig their own well. Emphasize that self-help is important as quick action is desired. Ask villagers to share their own experiences with self-help projects.

Practical: Also talk about filtering water through a clean cloth. This is something that families can do until the time that enough money is raised for the village well. Display a sample cloth water filter. Stress that it is important to do something now and not wait until a well is dug. Since the cloth has been distributed frequently in the village, ask for volunteers to show how filtering should be done properly.

Correct Filtering Steps

1. Inspect the filter for holes
2. Place it on the put right-side-up
3. Secure it with drawstring or rubber band as available
4. Make sure there is a little indent in the middle filter
5. Pour water from the bucket slowly into the centre of the filter
6. Remove the filter carefully so that no dirt falls into the clean water
7. Use a little clean/filtered water to wash the filter
8. Hang it out to dry

Place a pot, bucket or water and a filter cloth in the centre of the room. Ask the volunteer to filter. Have members of the audience observe and at the end make comments on correct filtering steps. Later display the following flipchart on filtering and compare with their comments:

Refer to page 8 in the pamphlet and ask for comments and reading of the caption. Ask for general questions and comments on prevention of guinea worm.

6. Review . . . . . 15 minutes

Ask different participant to recall and repeat for the entire group the different information they have learned today concerning:

- how to recognize guinea worm
- how and when to report cases of guinea worm
- what to do to help victims of guinea worm
- ways that individuals and villages can prevent guinea worm

Finally remind participants of the date of the first reporting day. Again ask the field workers to stand.

7. Closure . . . . . 5 minutes

Thank those present for attending and tell them that they can come forward individually to ask questions from the trainers.

Make sure that everyone who attended is marked on the attendance sheet.

Notes

The recorder should prepare a detailed report or minutes of the session paying particular attention to the comments and questions made by the participants. The report should be organized under the headings listed above under presentation. These minutes will be useful in documenting community beliefs and perceived problems village health workers may have with their roles.

Field workers should carry a copy of this orientation session guide and extra pamphlets on village visits to those hamlets that did not send a representative to the training. A brief session can be held with the selected representative following the pamphlet page by page.

Materials needed

1. Training pamphlet and available posters
2. Filter cloth, pots and water to demonstrate filtering
3. Cotton, clean water and disinfectant to demonstrate care of guinea worm ulcers
4. Chalkboard and chalk or flipchart paper and markers, cellotape and tacks
5. Sample guinea worm prevention story
6. Prepared flipcharts as noted above